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ABSTRACT

This document provides information on student performance at the state, regional, and school system levels on end-of-grade multiple choice tests for grades 3 through 8 in reading and mathematics and the end-of-course multiple choice tests administered in high school subjects in 1996-97 as part of the North Carolina Testing Program. The figures and tables in this document were generated using student test data from the end-of-grade spring 1997 test administration and the end-of-course summer 1996, fall 1996, and spring 1997 tests. In some cases, data are reported across years to permit comparisons. The state and system-level results in this report may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. Comparisons can also be made of developmental scale scores of cohort groups as they move through elementary school. In addition to the summary statistics, this report contains disaggregated test results for subgroups for end-of-grade and end-of-course tests. These data provide an overall perspective on student performance in North Carolina for the state and its 117 public school systems. The end-of-grade tests were administered to more than 546,000 students in grades 3 through 8 in the 1996-97 school year; and more than 402,000 end-of-course tests were administered in various subjects. In grades 3 through 8, student performance in reading and mathematics continued to improve, with students continuing to achieve at a higher rate than anticipated from initial results in 1992-93. Improvement in performance on the end-of-course tests is consistent with improvements seen on the National Assessment of Educational Progress. Although North Carolina schools continue to improve in preparing students, there are still wide discrepancies in performance among groups of students and school systems, as the tables of regional and district performance indicate. Sample questions and directions are included for the end-of-grade tests and for the end-of-course tests in algebra I; biology; economic, legal, and political systems; English I; and U.S. history. (Contains 30 figures and 85 tables.) (SLD)

ED 425 178

The North Carolina State Testing Results

1997

Multiple-Choice
End-of-Grade and End-of-Course Tests

**Reporting on the state and
117 public school systems**

Published March 1998

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The 1996-97 North Carolina

State Testing Results

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End-of-Grade and End-of-Course Tests

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The development of a comprehensive document that contains student and school system performance on end-of-grade and end-of-course tests requires the skill and efforts of many individuals. We would like to thank Mildred Bazemore and Kristopher Kaase for their assistance in preparing all phases of this publication; Betty Marsh and George Stubblefield for supplying the statistical data; Karen Eller, Joseph DeJuan, Meisha Key, Betty Marsh, and Anthony Wells for creating the tables and figures, and for verifying the accuracy of the numbers and editing; and Laura Kramer for general editing.

The 1996-97 North Carolina State Testing Results
End-of-Grade and End-of-Course
Multiple-Choice Tests

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The 1996-97 North Carolina State Testing Results

End-of-Grade and End-of-Course

Multiple-Choice Tests

Introduction

The 1996-97 North Carolina State Testing Results provides information on student performances at the state, regional, and school system levels on end-of-grade (grades 3-8 in reading and mathematics) multiple-choice tests and end-of-course (high school subjects) multiple-choice tests administered in 1996-97 as components of the North Carolina Testing Program. The figures, charts, graphs, and tables in this document were generated using student test data from the end-of-grade spring 1997 test administration and from the end-of-course summer 1996, fall 1996, and spring 1997 test administrations. These test data were reconciled with school systems' test data.

The general focus of the *State Testing Results* is on student *performance* on multiple-choice tests administered in 1996-97. However, many data are reported across years in order to show student *growth*. Student *performance* and *growth* are the key components of the State Board of Education's ABCs of Public Education school-level accountability model. School-level accountability results are found in the *State Report Card* which is published annually.

State and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. Also, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data using mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above in grades 3-8 or end-of-course. Information in this document may be used as a reference for school systems and schools interested in making similar comparisons, analyses, and reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for end-of-grade and end-of-course tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies measured in the revised North Carolina *Standard Course of Study*. The frequency distributions provide state-level summary statistics for 1996-97.

End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first Algebra I administration. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELP); English I; English II; Geometry; Physical Science; Physics; and U.S. History. In 1995-96 under the ABCs plan, end-of-course tests were reduced to include only Algebra I, English I, Biology, ELP, and U.S. History.

End-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 1996-97 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3 through 8 and the writing assessment at grades 4 and 7.

The purpose of this publication is to provide a longitudinal, comprehensive compendium of student performance on end-of-grade and end-of-course multiple-choice tests from 1993 to 1997 with a focus on performance for the 1996-97 school year. As the public schools of North Carolina continue to implement the ABCs of public education accountability plan, these data provide an overall perspective on student performance in North Carolina.

1996-97 End-of-Grade and End-of-Course Test Results
Multiple-Choice Tests

Overview

- The purpose of this report is to provide state and system-level results for the end-of-grade and end-of-course multiple-choice tests administered during the 1996-97 school year. These results provide a context for comparison of school and school system results. Aggregate statewide results are reported, along with results disaggregated by demographic or other characteristics. In addition, LEA-level performance on end-of-grade and end-of-course tests administered in 1996-97 is provided.
- The North Carolina end-of-grade tests in reading and mathematics were administered to over 546,000 students in grades 3 through 8 at the end of the 1996-97 school year. More than 402,000 end-of-course multiple-choice tests were administered in five high school subjects during the 1996-97 school year.
- Student performance in reading and mathematics continues to improve in grades 3 through 8 when compared to benchmarks established the first year end-of-grade tests were administered. Students continue to achieve at a higher rate than anticipated from initial results in 1992-93, and higher percentages of students in most grades and subjects are performing at Achievement Level III or above. Generally, fewer students are performing at the lowest level of achievement.
- Improvement in performance on end-of-grade tests in reading and mathematics for North Carolina students is consistent with the improvements seen on the National Assessment of Educational Progress.
- In the high school subjects tested in 1996-97, average scores improved on Algebra I, Biology, and English I. Average scores on U.S. History declined slightly, but not significantly. This was the first year that Economic, Legal and Political Systems (ELP) was reported using a scale score; therefore, ELP results from this year are not comparable to previous years.
- North Carolina schools continue to improve in preparing students to meet more rigorous academic standards in reading and mathematics and in high school subjects. There continues, however, to be wide disparities in performance among groups of students and school systems.
- Providing students with a solid educational foundation in reading and mathematics ensures that they are better prepared to be successful at the next level, whether it is at school or at work. The ABCs Accountability Model in grades K-12 provides a focus on reading, mathematics, and writing. Schools at all levels are encouraged to continue emphasizing a focus on basic skills while at the same time ensuring that students are challenged through rigorous content.

What are the end-of-grade and end-of-course tests?

- Beginning in the 1992-93 school year, North Carolina changed the instrument used to measure student performance in the statewide testing program in elementary and middle school from the California Achievement Tests to North Carolina-developed end-of-grade tests which are aligned with the *Standard Course of Study*. These tests are developed by the North Carolina Department of Public Instruction using the resources of many teachers and curriculum specialists across the state. The tests, which are normed, are developed with psychometric assistance from the L.L. Thurstone Psychometric Laboratory at the University of North Carolina at Chapel Hill.
- End-of-grade tests were administered initially in the areas of reading, mathematics, and social studies with a plan to add science during the 1995-96 school year. Instead, in 1995-96, social studies and science were dropped from the statewide testing program and made available to school systems to be administered as a local option.
- The **end-of-grade tests** measure achievement on curricular goals and objectives using a multiple-choice format and have a stronger emphasis on higher-order thinking skills which are closely aligned with national curriculum standards.
- 1996-97 is the fifth year that end-of-grade tests in reading and mathematics have been administered. A writing assessment has been in place since 1983-84, and in 1996-97 was administered in grades 4 and 7. Results of the 1996-97 North Carolina Assessment of Writing were reported separately.
- North Carolina began implementing **end-of-course tests** during the 1985-86 school year with the first administration of the Algebra I test. End-of-course tests are also North Carolina-developed tests that are aligned with the *Standard Course of Study* in each of the areas tested. Revisions in the end-of-course tests to measure revised curricula with a stronger emphasis on higher-order thinking skills began with statewide implementation in 1993-94.
- In 1996-97, **end-of-course tests** in Algebra I; Biology; Economic, Legal, and Political Systems (ELP); English I; English II; and U.S. History were administered. Beginning in 1995-96, end-of-course tests in elective subjects (Algebra II, Chemistry, Geometry, Physical Science, and Physics) were available to school systems to be administered as a local option.
- The English II end-of-course essay test measures student skills in four writing modes (narrative, descriptive, expository, and argumentative) as well as application of writing skills and analysis of world literature (except British and American). English II results for 1996-97 were reported separately with the writing results from grades 4 and 7.

How are scores reported?

- All multiple-choice tests are machine-scanned and scored locally to facilitate timely reporting to students, parents, teachers, and others. School systems release their results according to local schedules.

End-of-Grade

- End-of-grade test scores are reported using three different metrics:

  Developmental scale scores measure *growth* in reading and mathematics achievement over time. Developmental scale scores in reading range from 115 in grade 3 to 187 in grade 8. Developmental scale scores in mathematics range from 98 in grade 3 to 208 in grade 8. Table 3 in the end-of-grade section of this document shows the developmental scale score ranges by grade and achievement level for reading and mathematics.

  Achievement levels measure *performance* relative to student performance standards set by teachers. The levels are determined by teachers' evaluation of students, independent of test performance. These assigned levels are then linked to student test scores to identify expected levels of student performance at each grade.

  The four end-of-grade achievement levels are as follows:

  Level I—Students performing at this level do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

  Level II—Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

  Level III—Students performing at this level consistently demonstrate mastery of the grade-level subject matter and skills and are well-prepared for the next grade level.

  Level IV—Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade-level work.

- **Percentiles** are standardized measures that allow for comparisons of achievement relative to the performance of other groups in the state.

- The State Board of Education has set Achievement Level III as the standard for demonstrating proficient grade-level performance. Students performing below Level III must receive focused supplemental instructional assistance designed to assist them in reaching grade level proficiency. School, school system, and state performance are also reported showing the percent of students performing at each of the achievement levels and the percent of students demonstrating grade level proficiency by performing at or above Achievement Level III in reading **and** mathematics.

End-of-Course

- End-of-course test scores are reported using three different metrics:

  Scale scores measure subject-area *achievement* and are standardized across tests (Algebra I, Biology, ELP, English I, and U.S. History). Scale scores are generally set to range from 10 to 90 with a mean of 50. The table on page 124 in the end-of-course section of this document shows the scale score ranges by subject and achievement level.

  Achievement levels measure *performance* relative to student performance standards set by teachers. The levels are determined by teachers' evaluation of students, independent of test performance. These assigned levels are then linked to student test scores to identify expected levels of student performance in each course.

  The four end-of-course achievement levels are as follows:

  Level I—Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.

  Level II—Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.

  Level III—Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.

  Level IV—Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.

  Percentiles are standardized measures that allow for comparisons of achievement relative to the performance of other groups in the state.

Results of End-of-Grade Multiple-Choice Tests

- The mean or average performance of all students in the state improved in 1996-97 in mathematics at all grade levels. The average performance in reading in 1996-97 increased slightly in all grades except grade 4 reading.
- Figures 1 and 2 show the percent of students at each achievement level across all grades in reading and mathematics for five years. The percentage of students across all grades achieving *at or above* grade-level proficiency (i.e., levels III or IV) has been increasing each year, from 63.4 percent in 1992-93 to 68.9 percent in 1996-97 in reading, and from 61.2 percent in 1992-93 to 71.7 percent in 1996-97 in mathematics.
- The percentage of students across all grades achieving *below* grade-level proficiency (i.e., levels I or II) has been decreasing each year, from 36.6 percent in 1992-93 to 31.1 percent in 1996-97 in reading, and from 38.7 percent in 1992-93 to 28.3 percent in 1996-97 in mathematics.
- Across all grades 61.7 percent of the students tested in 1996-97 demonstrated grade-level proficiency in reading **and** mathematics (see Figure 3). When analyzing subgroup performance, female students consistently demonstrate grade-level proficiency in reading **and** mathematics above the state average. In 1996-97, 65.2 percent of female students across all grades demonstrated grade-level proficiency compared to the state average of 61.7 percent. Male students consistently demonstrate grade level proficiency below the state average (see Figure 4).
- White (72.7%), Asian (70.5%), and Multi-Racial (62.0%) students demonstrated grade-level proficiency above the state average of 61.7 percent. On the other hand, Hispanic (48.7%), American Indian (42.9%), and Black (38.4%) students demonstrated grade-level proficiency below the state average of 61.7 percent (see Figure 5). Over time the percent of American Indian, Black, and White students demonstrating grade-level proficiency has increased while the performance of Asian and Hispanic students has been less consistent.
- During the five years of end-of-grade testing the percent of students demonstrating grade-level proficiency in reading **and** mathematics in the two largest disability categories, specific learning disabled and speech-language impaired, have consistently increased (see Figure 6). The performance of students in other disability categories has been less consistent, due in part to the smaller number of students, and therefore greater variation among these students. (See Table 8 in the end-of-grade section of this report for detailed data.)
- More specific and detailed information regarding 1996-97 end-of-grade test results can be found in the end-of-grade section of this report that begins on page 1.

Results of End-of-Course Multiple-Choice Tests

- End-of-course tests were required in 1996-97 in the subject areas of Algebra I; English I; Economic, Legal and Political Systems (ELP); Biology; and U.S. History. In the five high school subject areas where end-of-course testing is required, average student performance improved in Algebra I, Biology, and English I. Average scores on U.S. History declined slightly. This was the first year that ELP was reported using a scale score; results from this year are not comparable to previous years.
- Figure 7 shows the percent of students at each achievement level in each subject for three years. The percentage of students at each achievement level is fairly consistent within each subject across years. This consistency is also seen in Figure 8 which shows the percent of students at or above achievement level III in each subject.
- Across **the five required end-of-course** subject areas tested, 56.9 percent of the students achieved at or above level III (see Figure 9). When analyzing subgroup performance across all subjects, the percent of female students at or above achievement level III is consistently above the state average. The percent of male students at or above level III across all subjects is consistently below the state average.
- The ethnic breakdown shows Asian, Multi-Racial, and White students have consistently performed above the state average across all subjects (see Figure 10). American Indian, Black, and Hispanic students have consistently performed below the state average.
- Since 1994-95 the percent of students with disabilities at or above achievement level III have consistently been below the state average (see Figure 11).
- Beginning with the ninth-grade class of 1992-93 (graduates of 1996-97), **Algebra I** became a requirement for graduation. The Algebra I average scale score increased one-half point even with 95.0% participation.
- More specific and detailed information regarding 1996-97 End-of-Course test results can be found in the end-of-course section of this report that begins on page 127.

Figure 1. 1992-93 to 1996-1997 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Reading Achievement Level
Across All Grades (3-8)

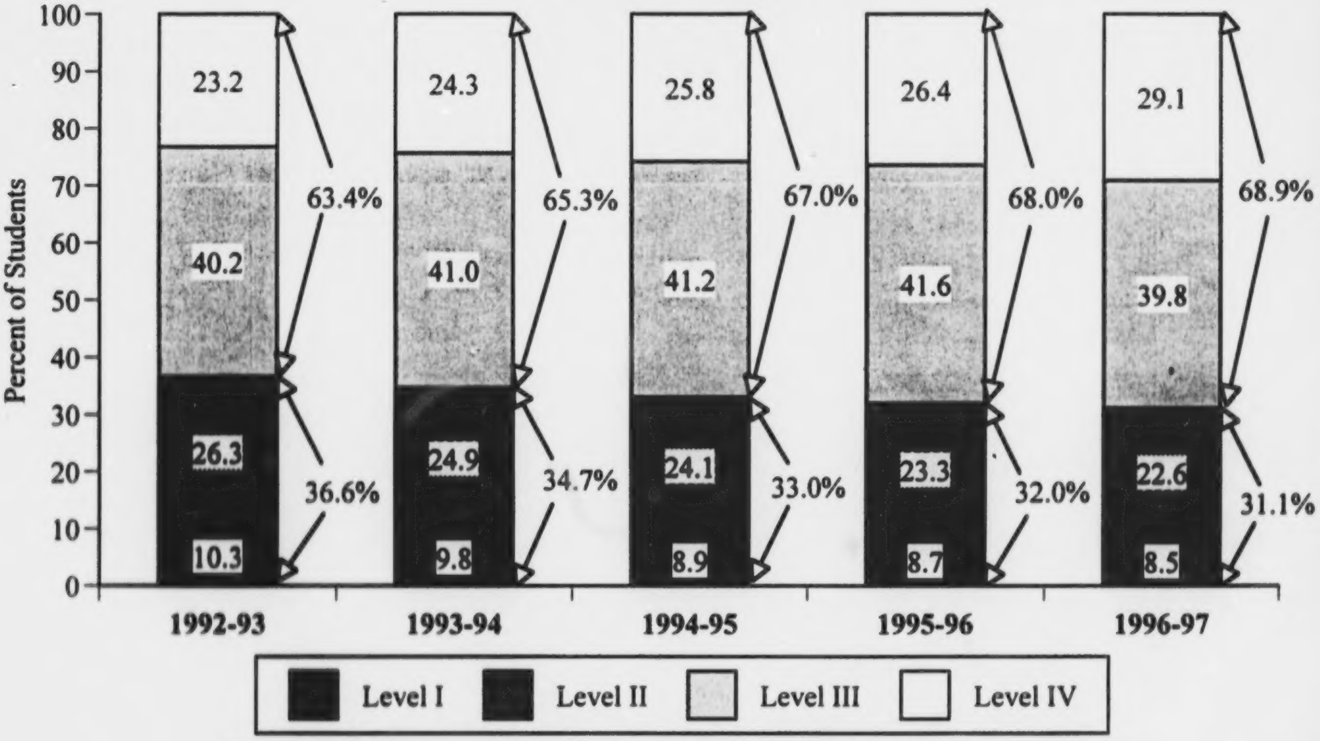
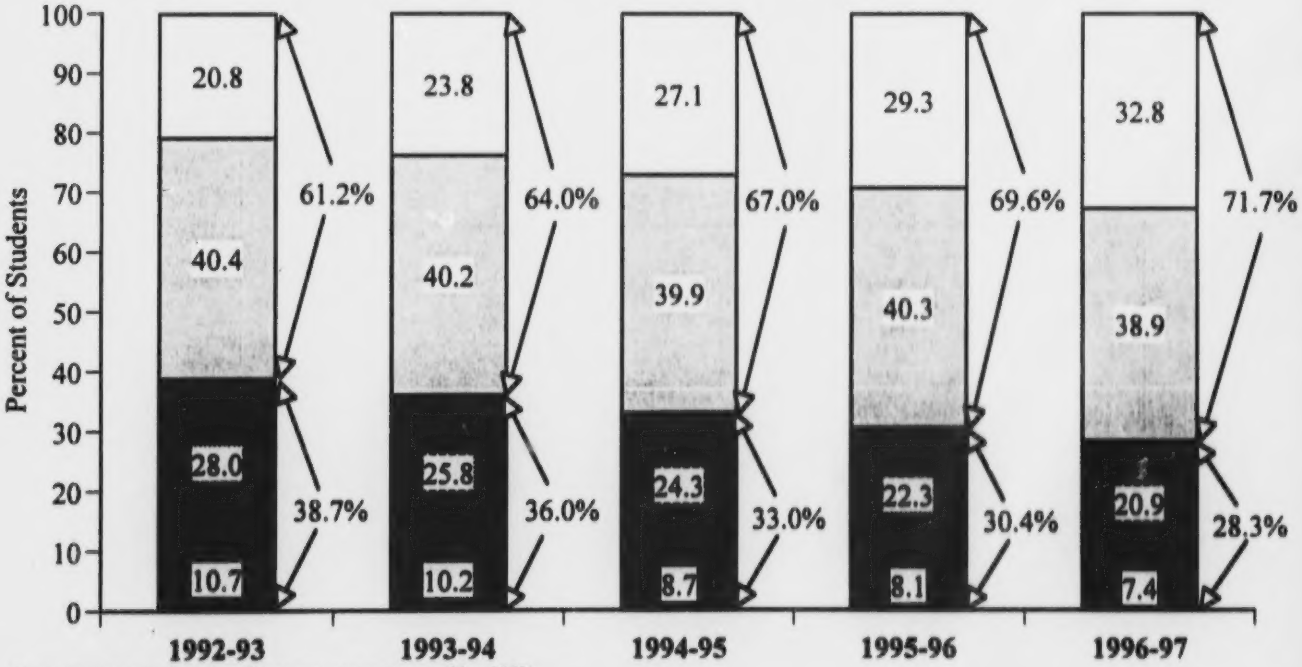


Figure 2. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Mathematics Achievement Level
Across All Grades (3-8)



Note: Due to rounding, data for some years may not add to 100%.
All percents are calculated based on actual N-counts and are not summed.

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Figure 3. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8

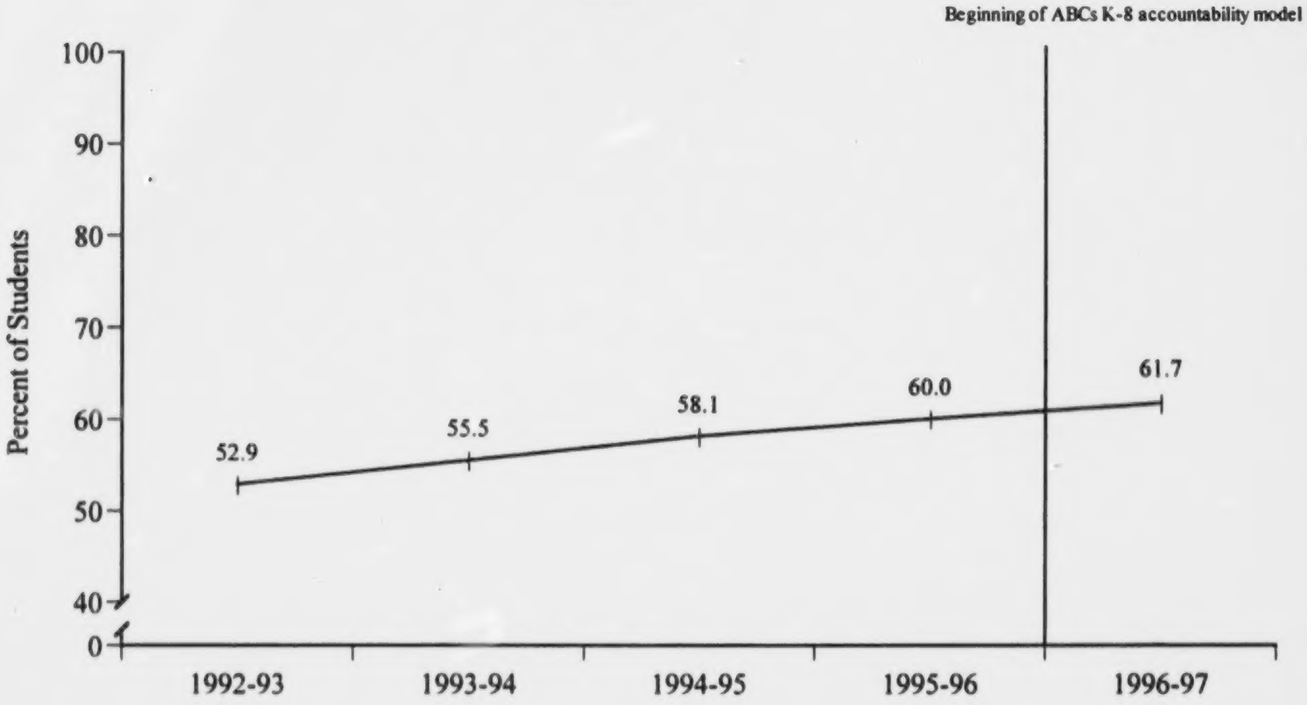


Figure 4. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8, by Gender

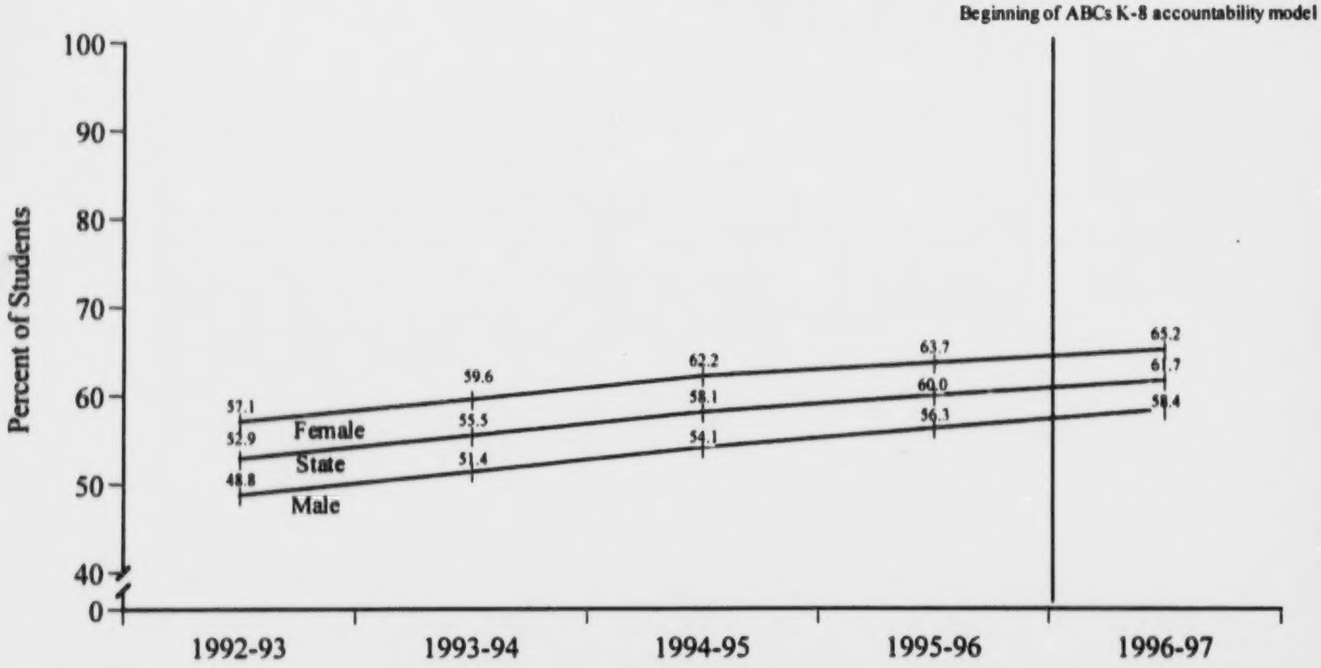
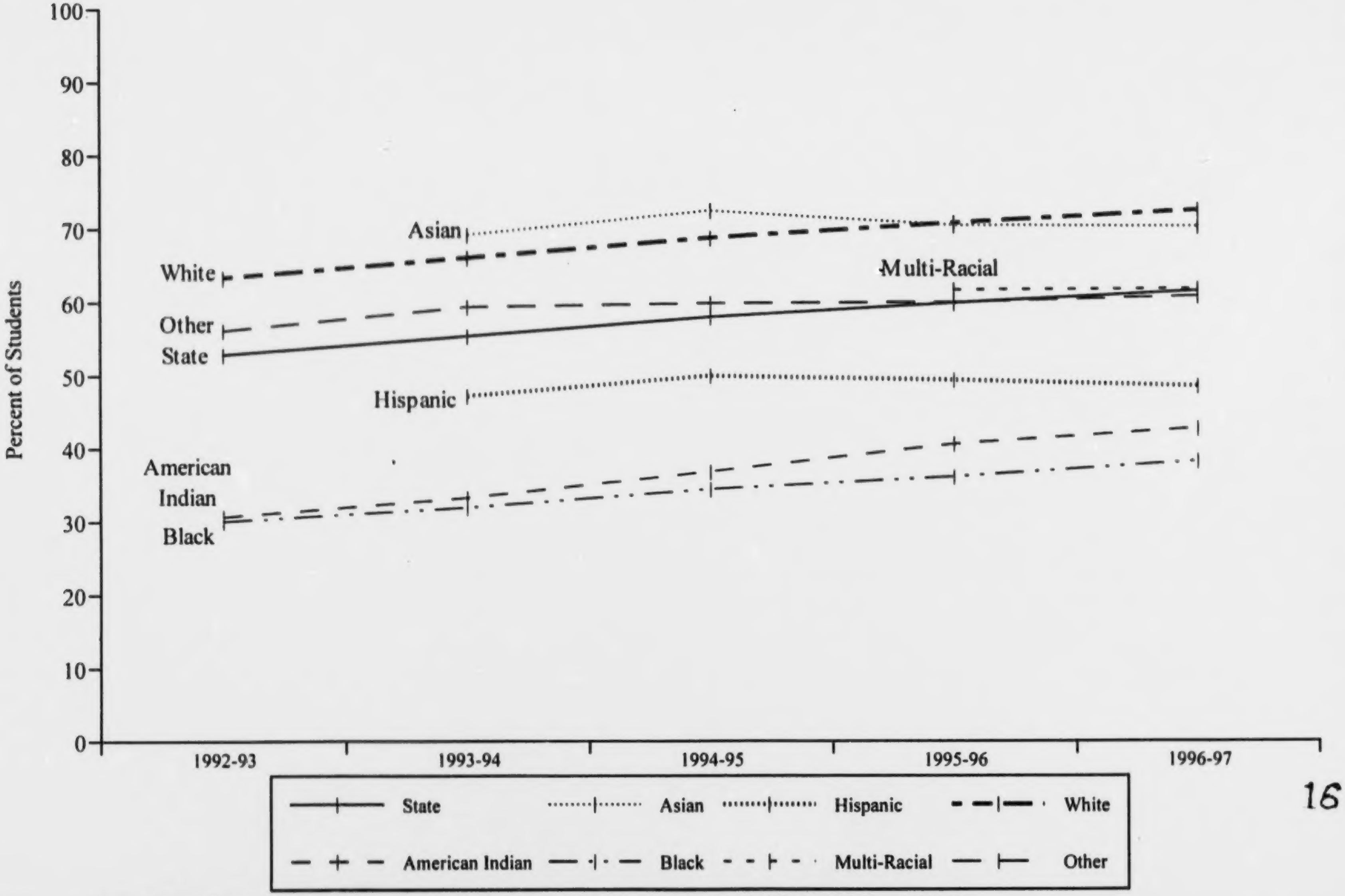


Figure 5. End-of-Grade Multiple-Choice Test Results, 1992-93 to 1996-97
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8, By Ethnicity



Notes: Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.

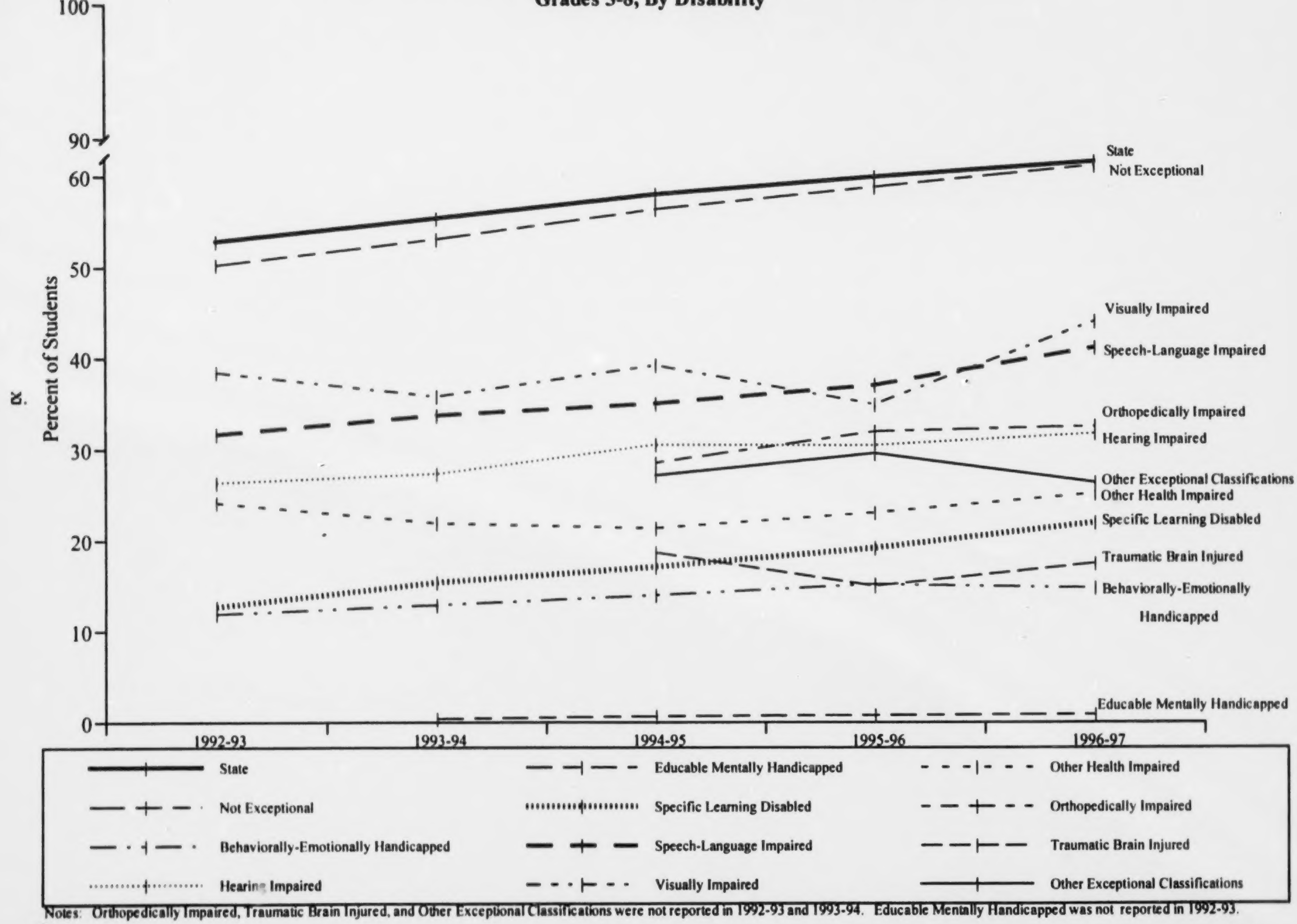
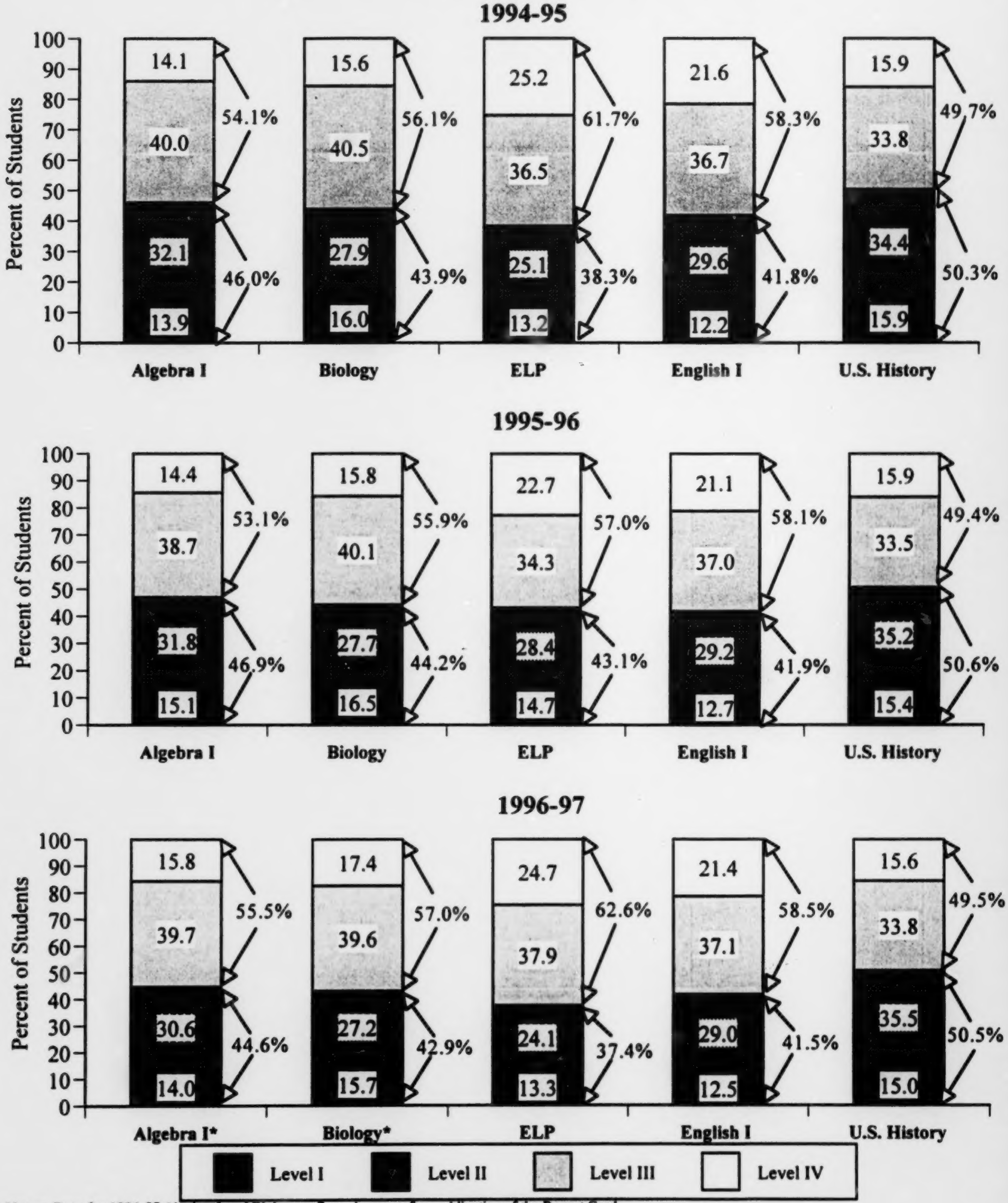


Figure 6. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8, By Disability

Notes: Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94. Educable Mentally Handicapped was not reported in 1992-93.

Figure 7. 1994-95 to 1996-97 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in all Five Core Courses (Algebra I, Biology, ELP, English I, and U.S. History)



Notes: Data for 1996-97 Algebra I and Biology reflect changes after publication of the Report Card.
Due to rounding, data for some courses may not add to 100%. All percents are calculated based on actual N-counts and are not summed.
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Figure 8. 1994-95 to 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III
by Subject

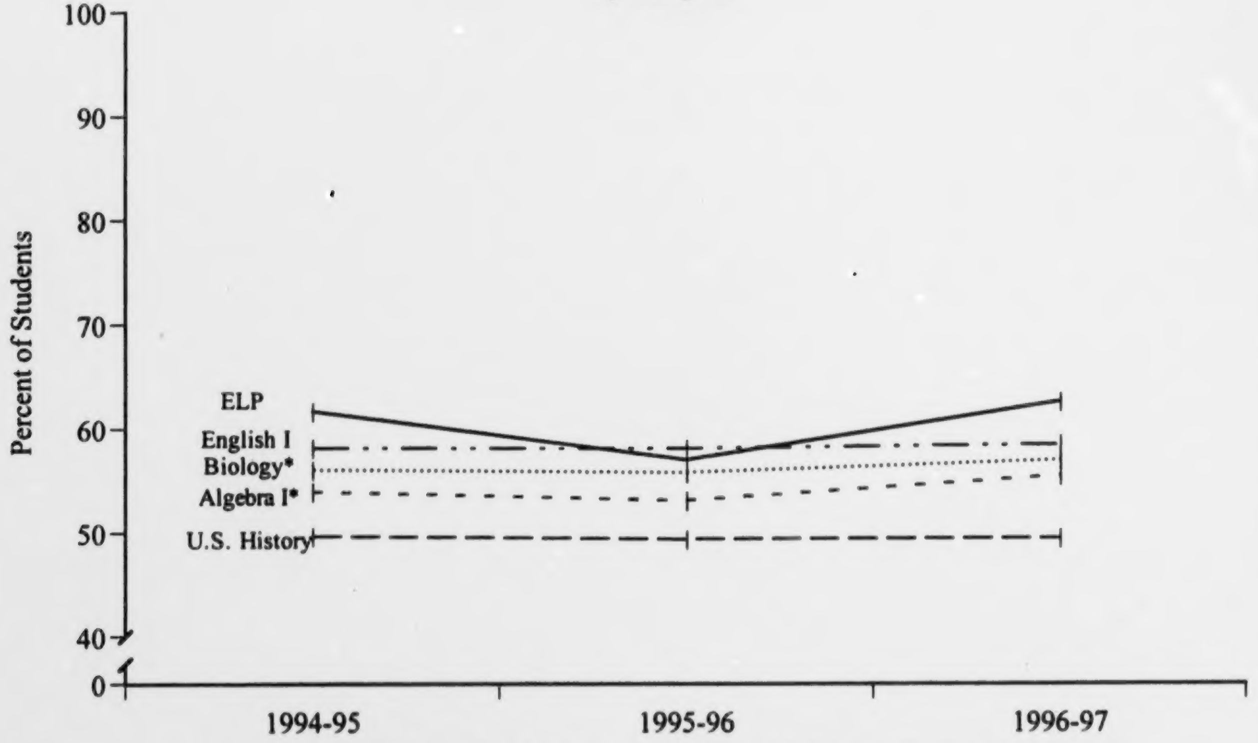
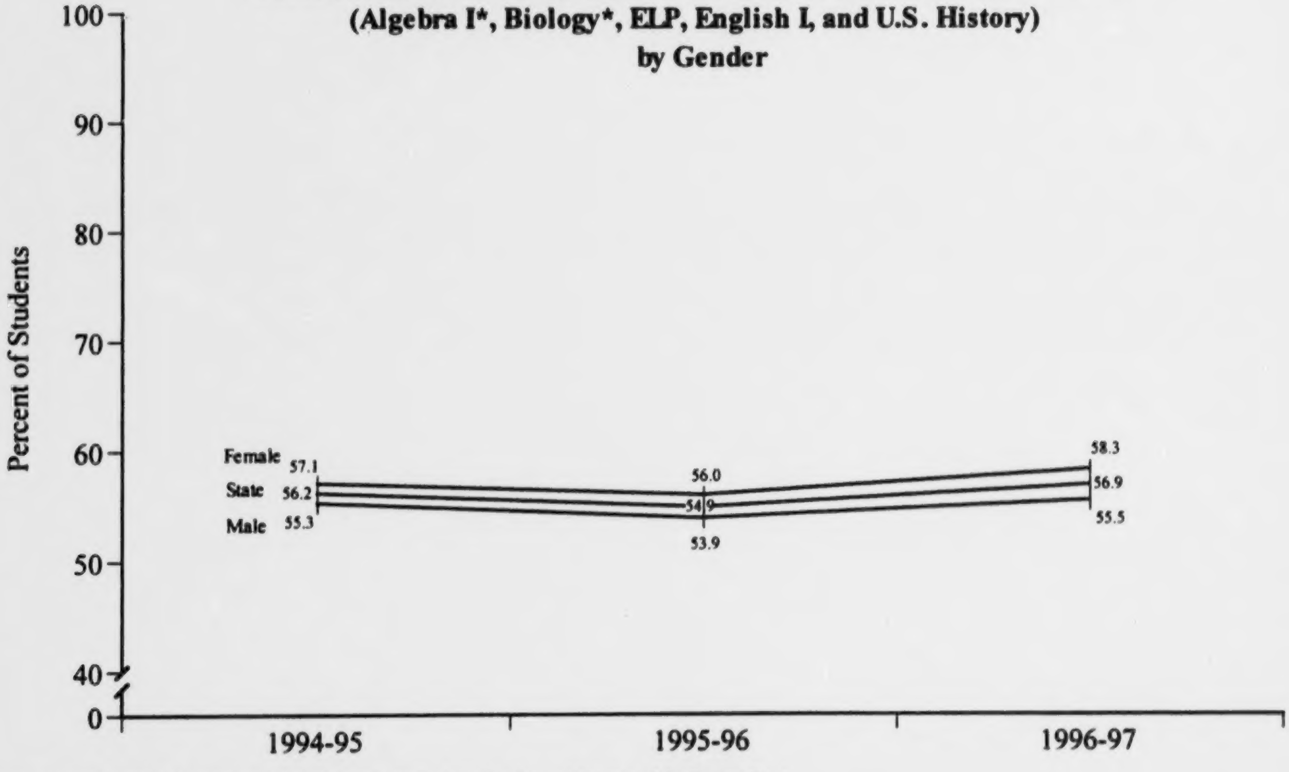
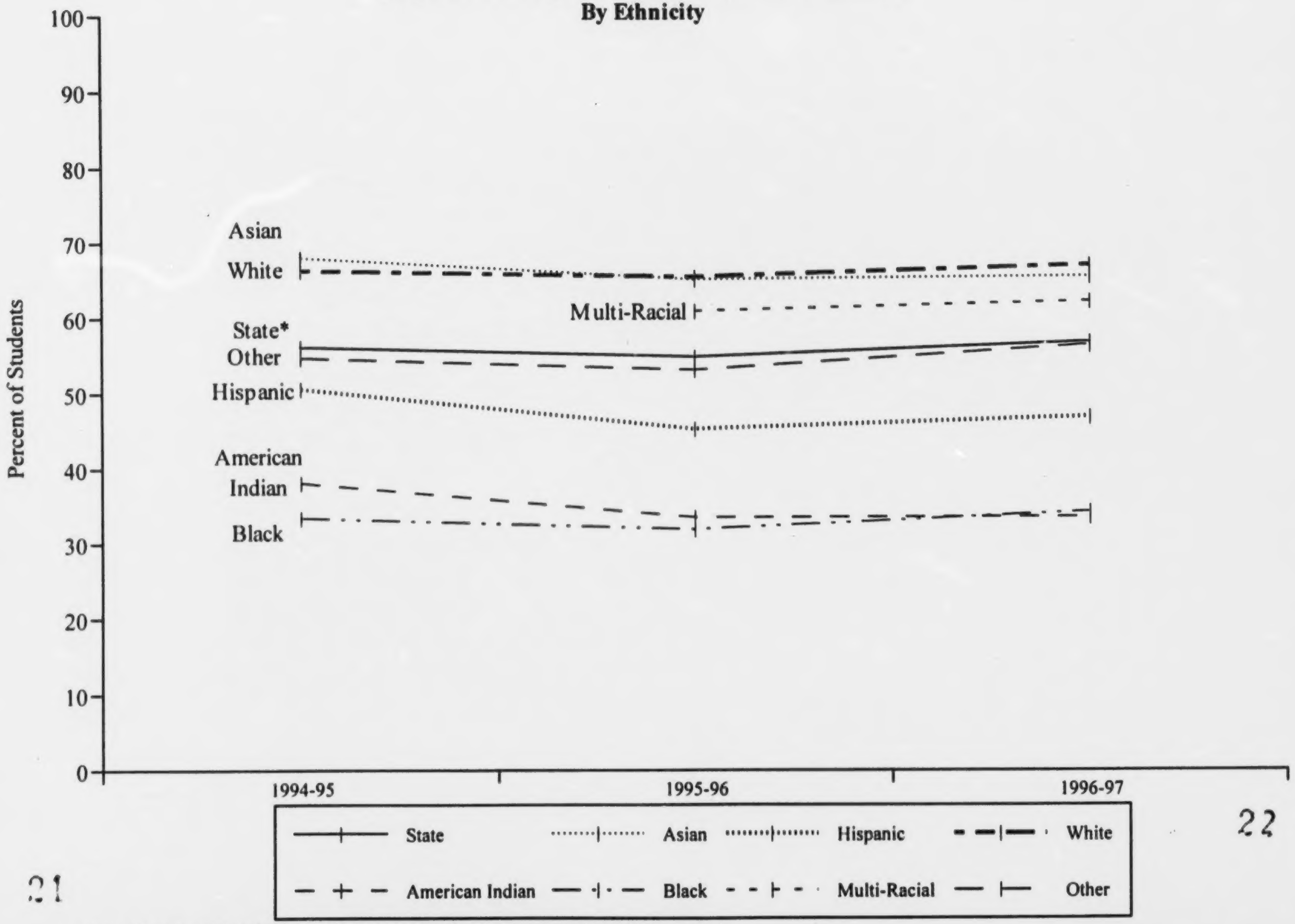


Figure 9. 1994-95 to 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I*, Biology*, ELP, English I, and U.S. History)
by Gender



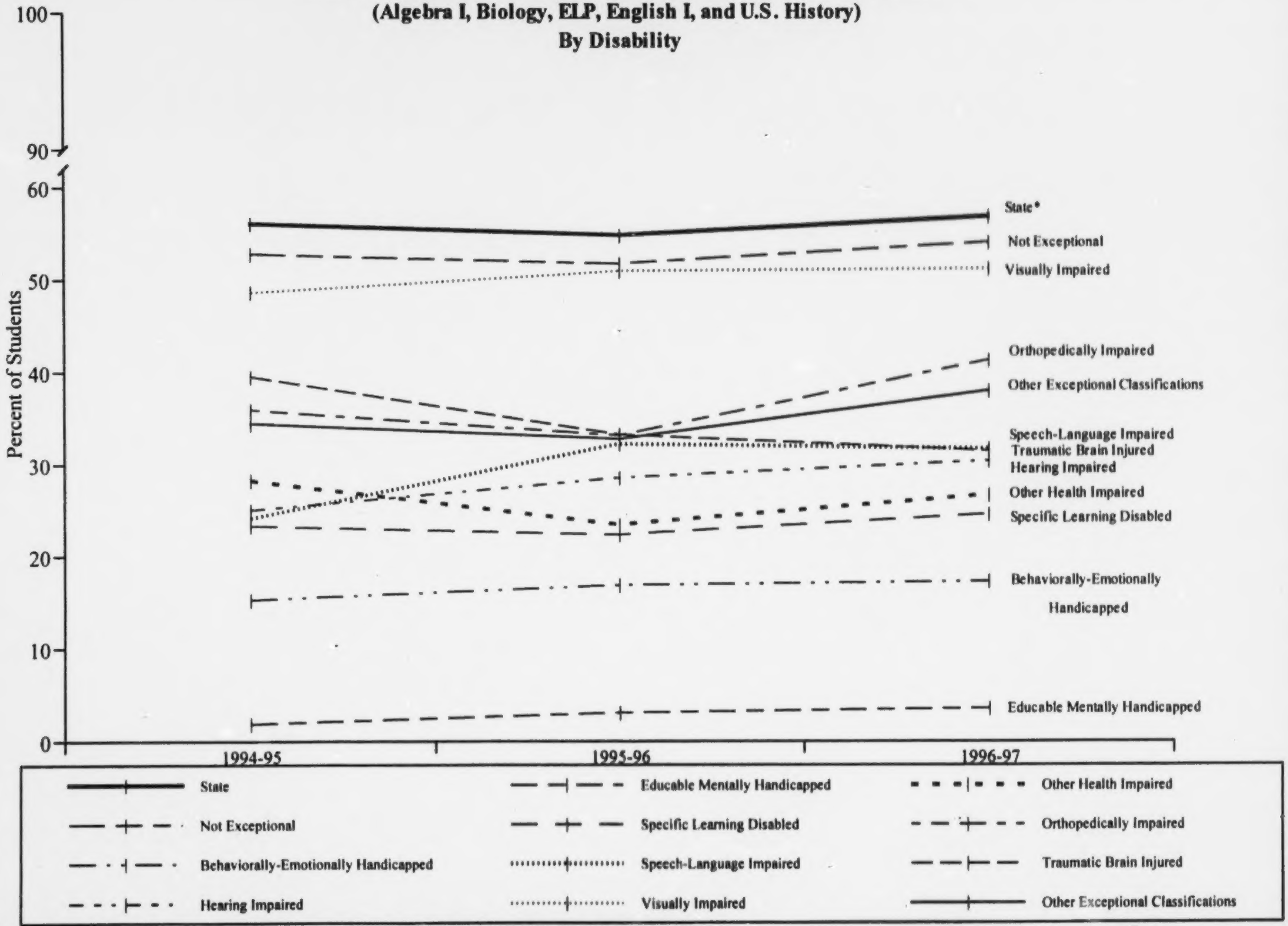
Note: *Data for 1996-97 Algebra I and Biology reflect changes after publication of the Report Card.

Figure 10. 1994-95 to 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)
By Ethnicity

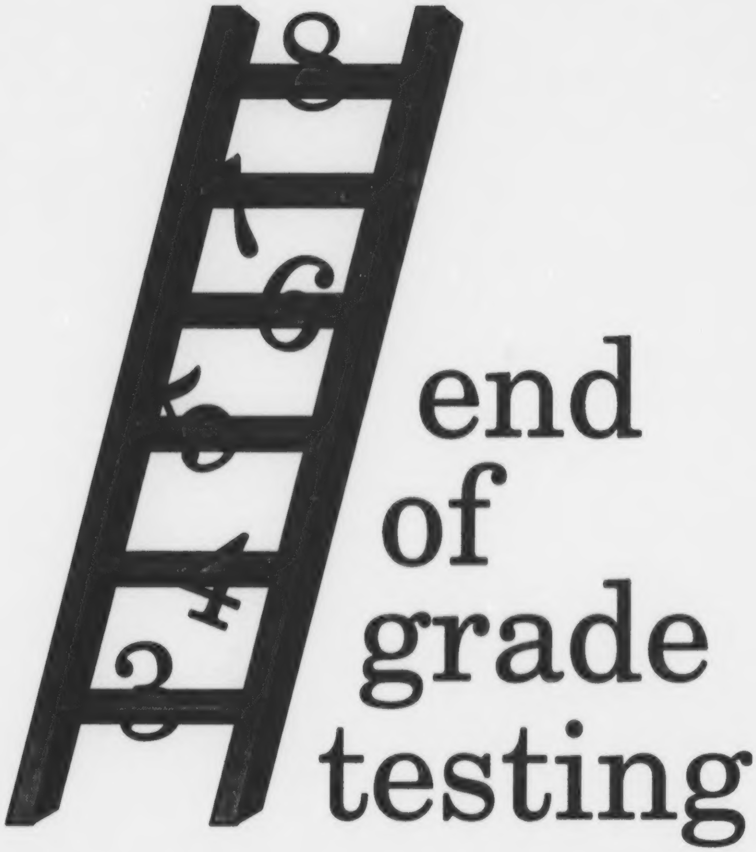


Notes: *Data for 1996-97 Algebra I and Biology reflect changes after publication of the Report Card.
Multi-Racial results were not reported in 1994-95.

Figure 11. 1994-95 to 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I, Biology, ELP, English I, and U.S. History)
By Disability



Note: *Data for 1996-97 Algebra I and Biology reflect changes after publication of the Report Card.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end
of
grade
testing

End-of-Grade Results

Table 1. Statewide Summary
1996-97 End-of-Grade Multiple-Choice Test Results

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Grade 3	95,356	65.8%	95,608	70.2%
	144.1	9.8	142.8	11.3
Grade 4	91,868	67.7%	92,064	74.6%
	148.4	9.6	149.5	10.8
Grade 5	90,773	70.8%	90,930	73.1%
	153.0	8.9	156.4	10.4
Grade 6	91,667	67.1%	91,720	72.7%
	155.6	9.9	162.0	11.1
Grade 7	89,515	67.8%	89,526	70.8%
	158.2	9.0	167.5	11.4
Grade 8	87,317	75.0%	87,390	68.9%
	160.9	8.7	171.1	11.8

Table 2. Statewide Summary of Student Performance
End-of-Grade Multiple-Choice Testing: 1992-93--1996-97
Reading

	1992-1993		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,301	60.4%	88,741	63.4%	90,594	64.8%	95,356	65.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%	144.1	11.0%
Std. Dev.	9.9		10.0		10.1		9.7		9.8	
Grade 4	84,811	62.4%	85,311	65.8%	88,163	64.1%	89,115	69.4%	91,868	67.7%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%	148.4	9.9%
Std. Dev.	9.6		9.3		9.6		9.3		9.6	
Grade 5	85,337	64.1%	85,330	65.5%	86,150	68.2%	89,237	66.5%	90,773	70.8%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%	153.0	7.6%
Std. Dev.	9		8.9		8.8		8.9		8.9	
Grade 6	84,278	62.6%	85,813	65.1%	86,370	65.9%	87,310	67.8%	91,667	67.1%
	154.0	9.3%	154.4	9.2%	154.5	7.5%	155.3	8.8%	155.6	8.7%
Std. Dev.	9.1		9.1		8.7		9.3		9.9	
Grade 7	83,868	63.5%	84,852	64.2%	86,478	68.5%	87,457	66.9%	89,515	67.8%
	157.0	9.3%	157.3	9.6%	158.0	8.0%	157.9	8.5%	158.2	8.4%
Std. Dev.	8.6		8.7		8.6		8.6		9.0	
Grade 8	80,833	66.5%	82,985	71.0%	83,802	72.8%	85,997	72.7%	87,317	75.0%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%	160.9	5.0%
Std. Dev.	8.9		8.6		8.6		8.5		8.7	

Table 2. Statewide Summary of Student Performance
End-of-Grade Multiple-Choice Testing: 1992-93--1996-97
Mathematics

	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,026	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%	95,608	70.2%
	139.9	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%	142.8	6.8%
Std. Dev.	11.3		11.5		11.5		11.4		11.3	
Grade 4	84,453	64.1%	85,363	67.0%	88,230	68.5%	89,172	71.5%	92,064	74.6%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%	149.5	6.4%
Std. Dev.	10.5		10.7		11.1		10.7		10.8	
Grade 5	84,999	59.7%	85,384	63.9%	86,159	66.5%	89,261	70.0%	90,930	73.1%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%	156.4	7.1%
Std. Dev.	9.7		10.0		10.3		10.2		10.4	
Grade 6	83,683	61.3%	85,850	66.2%	86,395	67.6%	87,320	72.6%	91,720	72.7%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%	162.0	6.6%
Std. Dev.	10.1		10.2		10.4		10.6		11.1	
Grade 7	83,143	60.0%	84,768	63.3%	86,439	67.1%	87,490	68.5%	89,526	70.8%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%	167.5	8.6%
Std. Dev.	10.0		10.4		10.4		10.7		11.4	
Grade 8	80,032	61.9%	82,793	61.9%	83,576	67.6%	86,006	67.7%	87,390	68.9%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%	171.1	9.0%
Std. Dev.	10.6		11.0		11.1		11.3		11.8	

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Table 3. End-of-Grade Multiple-Choice
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	115-130	131-140	141-150	151-172
4	119-134	135-144	145-155	156-174
5	124-138	139-148	149-158	159-178
6	124-140	141-151	152-161	162-183
7	126-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-187

Mathematics Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	98-124	125-137	138-149	150-171
4	111-131	132-142	143-155	156-178
5	117-140	141-149	150-160	161-185
6	130-145	146-154	155-167	168-196
7	134-151	152-160	161-172	173-203
8	137-154	155-164	165-177	178-208

Table 4. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Levels
Reading

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1993	13.6	12.1	9.5	9.3	9.3	7.9
	1994	13.9	10.1	9.8	9.2	9.6	6.0
	1995	12.9	10.8	8.0	7.5	8.0	5.7
	1996	11.3	9.0	8.9	8.8	8.5	5.5
	1997	11.0	9.9	7.6	8.7	8.4	5.0
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1993	25.2	25.6	26.4	28.1	27.1	25.6
	1994	25.7	24.1	24.8	25.7	26.2	23.0
	1995	23.7	25.1	23.8	26.6	23.5	21.5
	1996	23.9	21.6	24.6	23.5	24.7	21.8
	1997	23.2	22.4	21.6	24.2	23.8	20.0
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1993	38.5	41.2	39.7	39.8	39.4	42.5
	1994	36.1	44.0	41.8	41.3	38.9	44.2
	1995	37.2	41.6	41.3	43.3	40.6	43.7
	1996	37.9	44.8	41.3	40.4	39.4	45.8
	1997	37.6	42.9	41.4	37.3	36.4	43.6
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1993	22.7	21.2	24.4	22.8	24.1	24.0
	1994	24.3	21.8	23.7	23.8	25.3	26.8
	1995	26.2	22.6	26.9	22.6	27.8	29.1
	1996	26.9	24.6	25.3	27.4	27.4	26.8
	1997	28.3	24.8	29.4	29.7	31.4	31.4

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.

Table 5. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Levels
Mathematics

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1993	10.7	10.0	12.1	10.5	10.5	10.4
	1994	10.9	8.8	10.6	9.6	11.5	10.1
	1995	9.3	8.6	9.4	8.2	8.4	8.2
	1996	7.9	7.2	8.5	7.0	9.0	8.8
	1997	6.8	6.4	7.1	6.6	8.6	9.0
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1993	28.6	25.9	28.2	28.2	29.5	27.7
	1994	27.5	24.1	25.5	24.3	25.3	28.1
	1995	25.6	22.9	24.1	24.1	24.5	24.2
	1996	24.7	21.3	21.5	20.5	22.5	23.5
	1997	23.0	19.1	19.8	20.7	20.6	22.1
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1993	39.5	44.0	38.3	41.7	38.0	41.1
	1994	39.7	43.2	37.7	43.9	38.3	38.4
	1995	39.7	41.3	37.3	42.5	38.6	40.1
	1996	39.7	43.6	38.0	43.0	38.8	38.7
	1997	39.6	41.9	36.2	40.5	36.9	38.4
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1993	21.2	20.1	21.4	19.5	22.0	20.8
	1994	21.9	23.8	26.2	22.3	25.0	23.5
	1995	25.4	27.2	29.2	25.1	28.5	27.5
	1996	27.7	28.0	32.0	29.6	29.7	29.1
	1997	30.7	32.7	36.8	32.2	34.0	30.5

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.

Figure 1. 1993-94 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at Achievement Levels III and IV
Reading and Mathematics

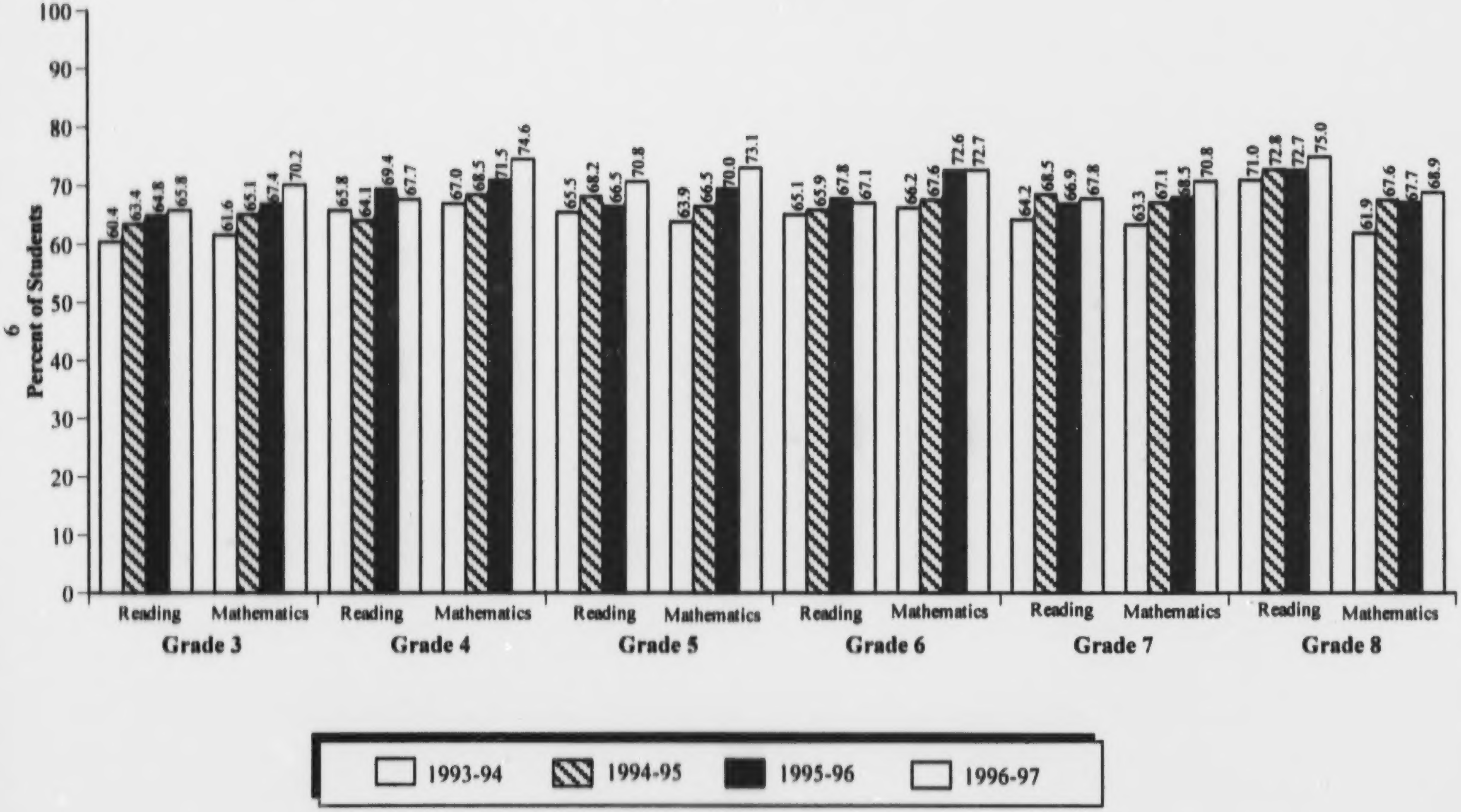

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Figure 2. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8

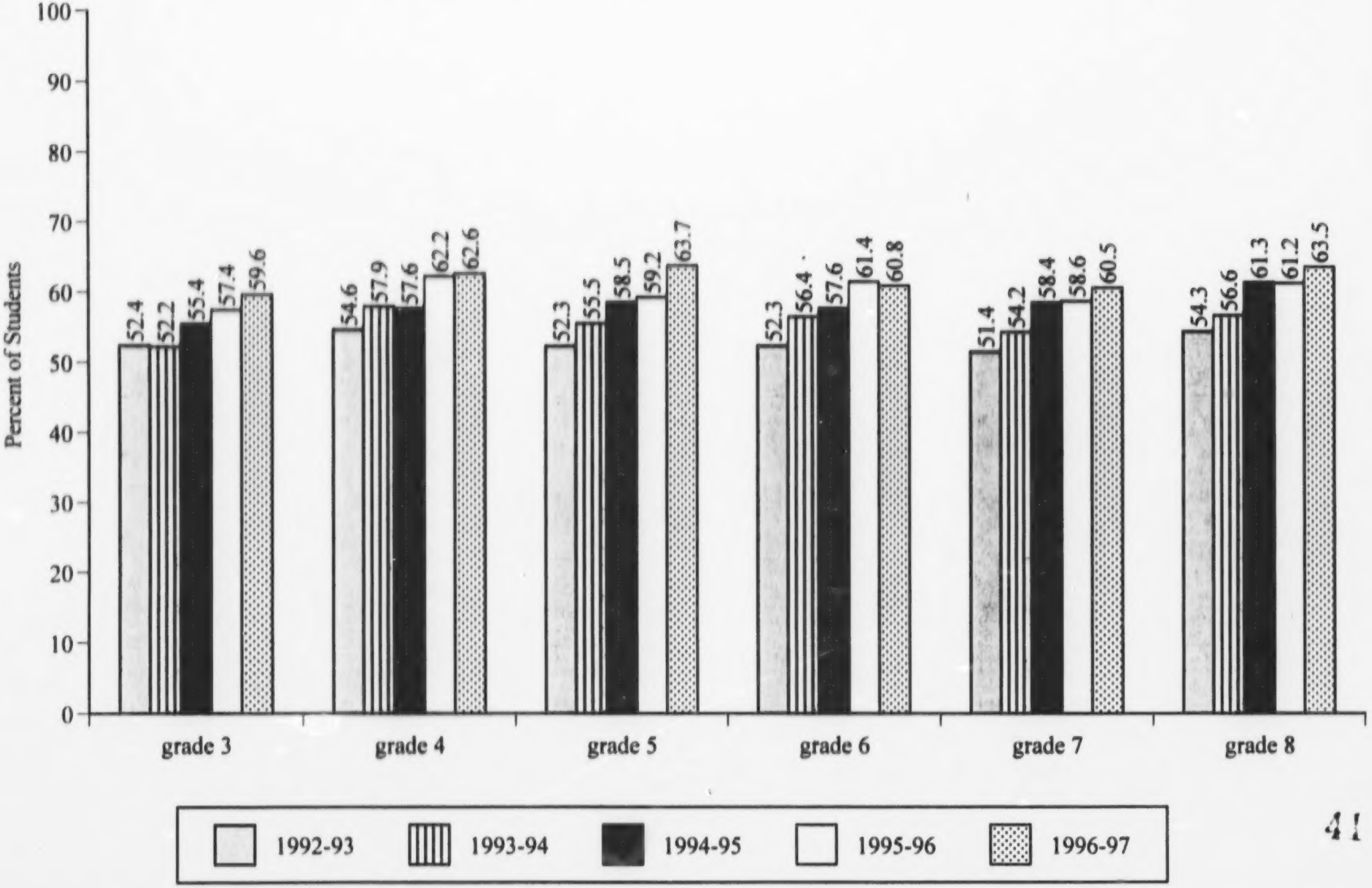
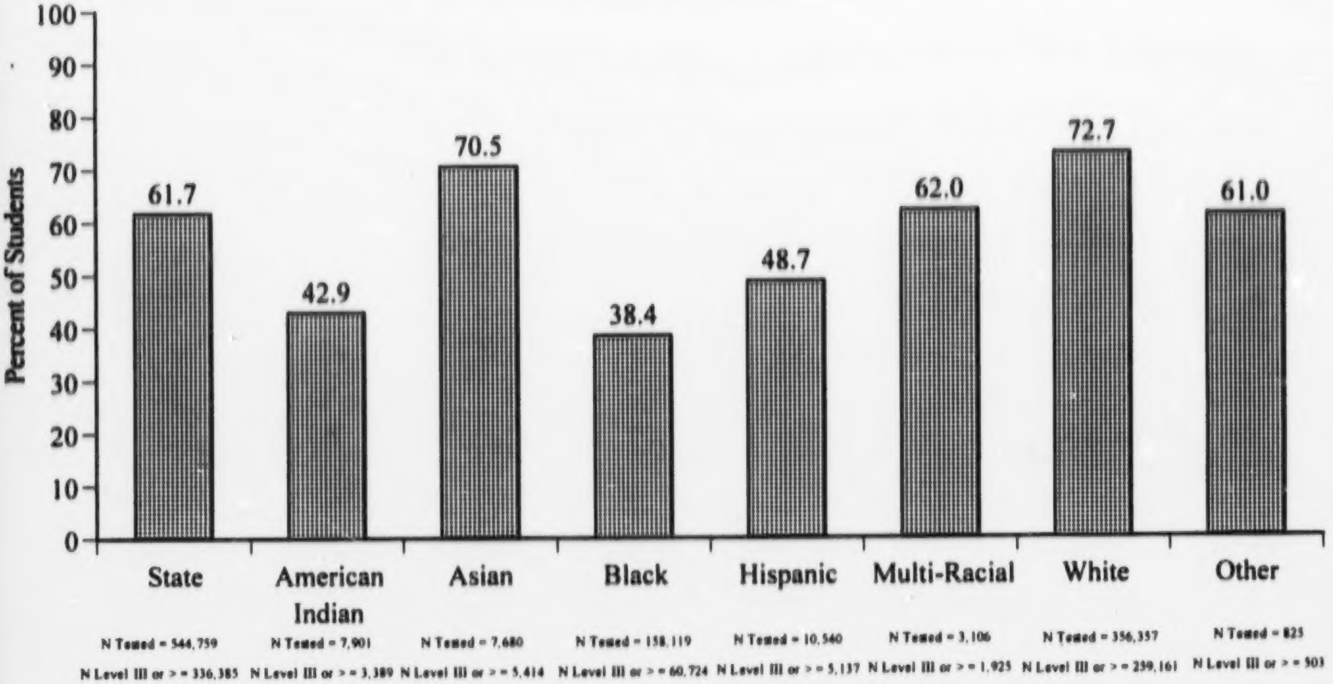
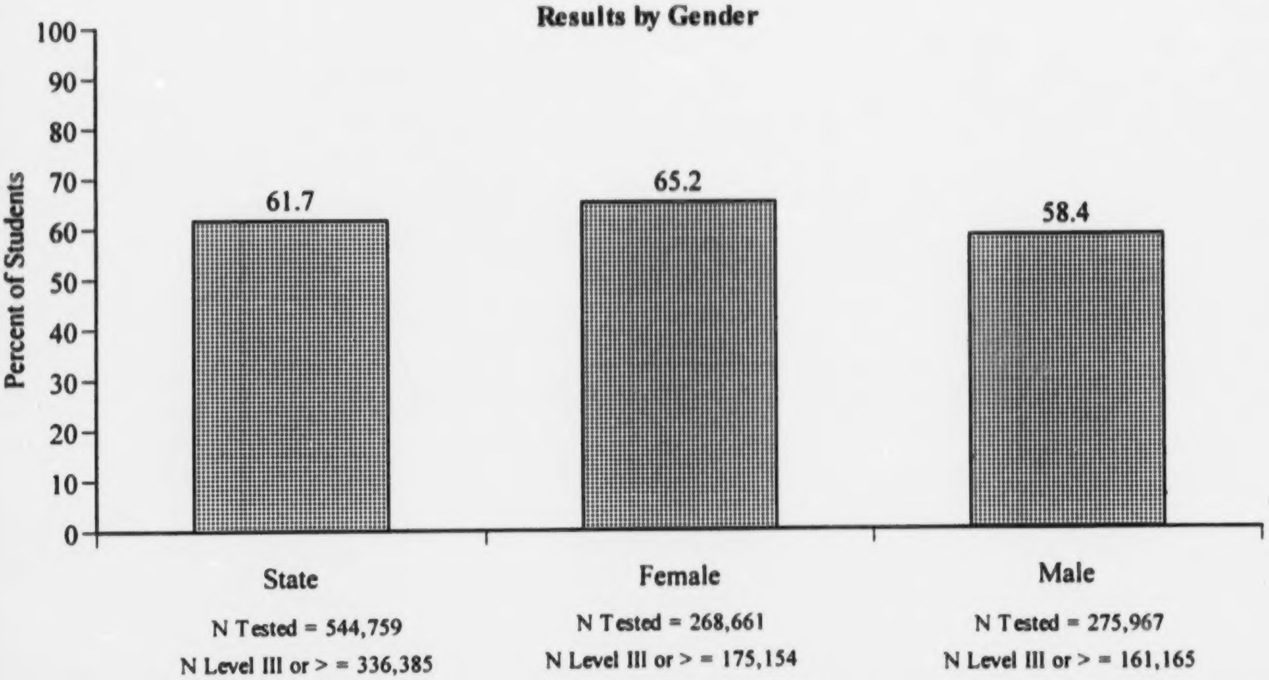


Figure 3. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8

Results by Ethnic Group

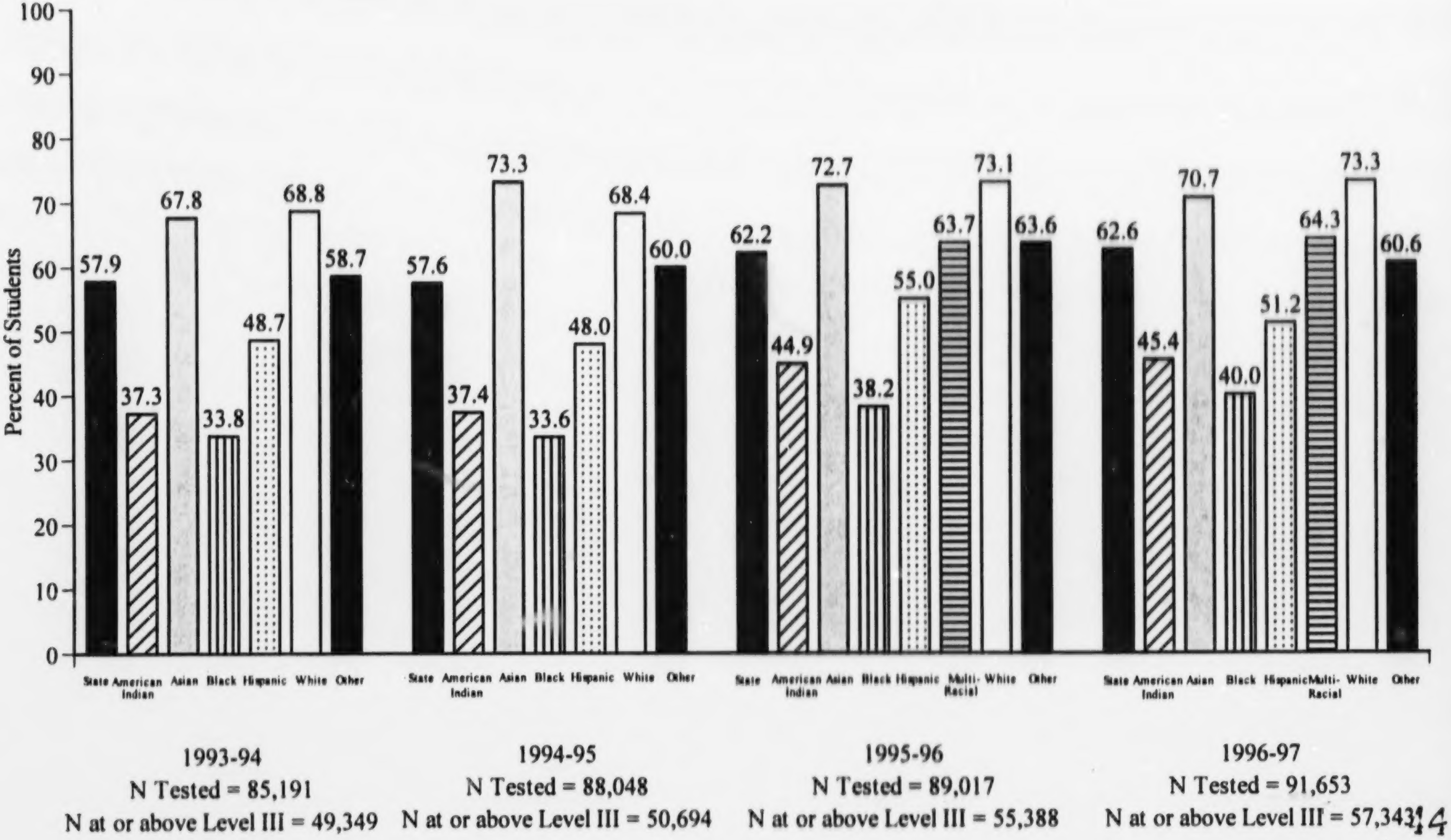


Results by Gender



Notes: "N Tested" and "N Level III or >" for the ethnicity and gender categories do not sum to the "N Tested" and "N Level III or >" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only.

Figure 4. 1993-94 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grade 4



Note: Multi-Racial results were not reported in 1993-94 or 1994-95.

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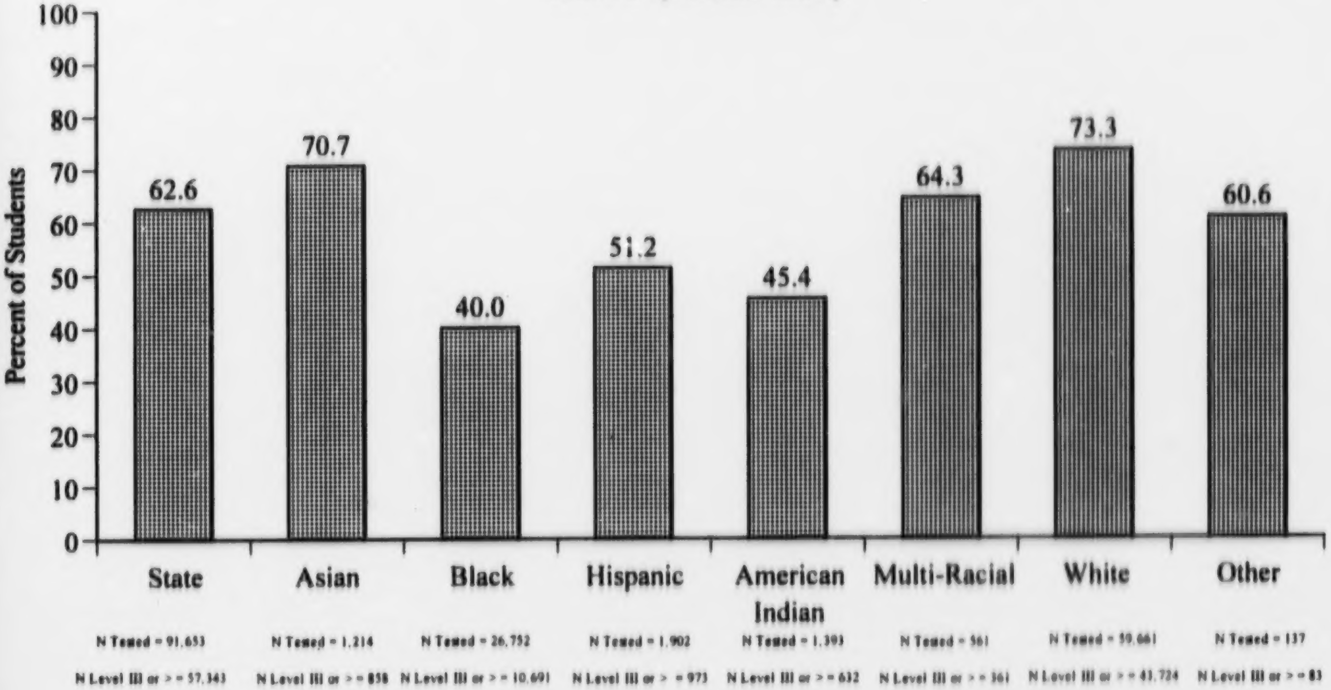
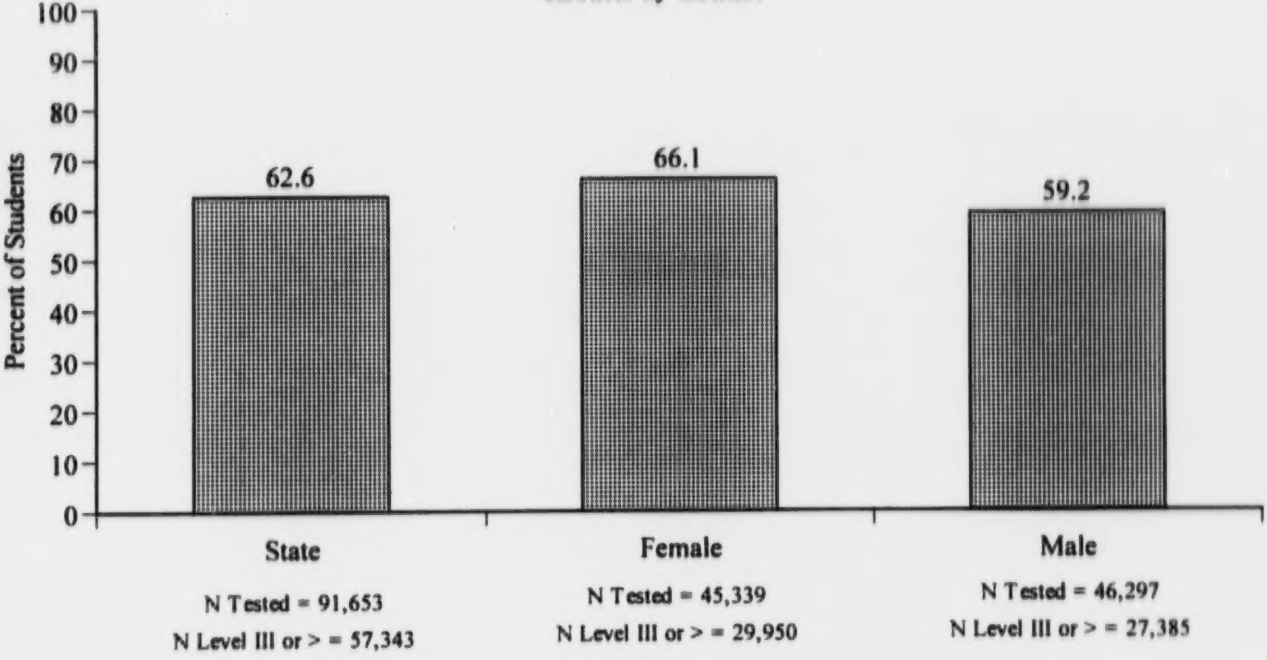
Figure 5. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grade 4

Results by Ethnic Group

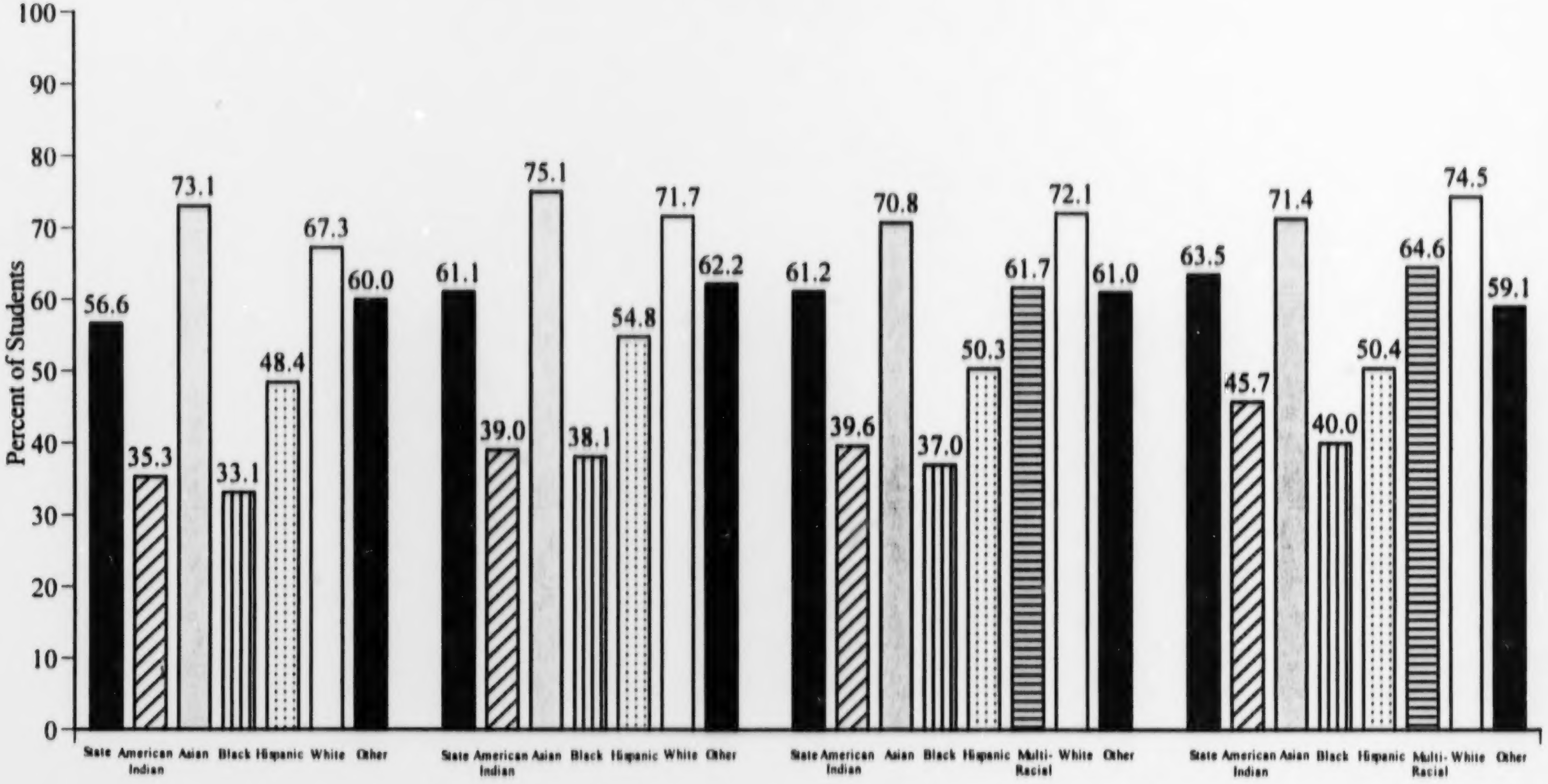


Results by Gender



Notes: "N Tested" and "N Level III or >" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III or >" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only.

Figure 6. 1993-94 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grade 8



1993-94	1994-95	1995-96	1996-97
N Tested = 82,074	N Tested = 83,027	N Tested = 85,451	N Tested = 87,018
N at or above Level III = 46,447	N at or above Level III = 50,745	N at or above Level III = 52,292	N at or above Level III = 55,277

Notes: Multi-Racial results were not reported in 1993-94 or 1994-95.

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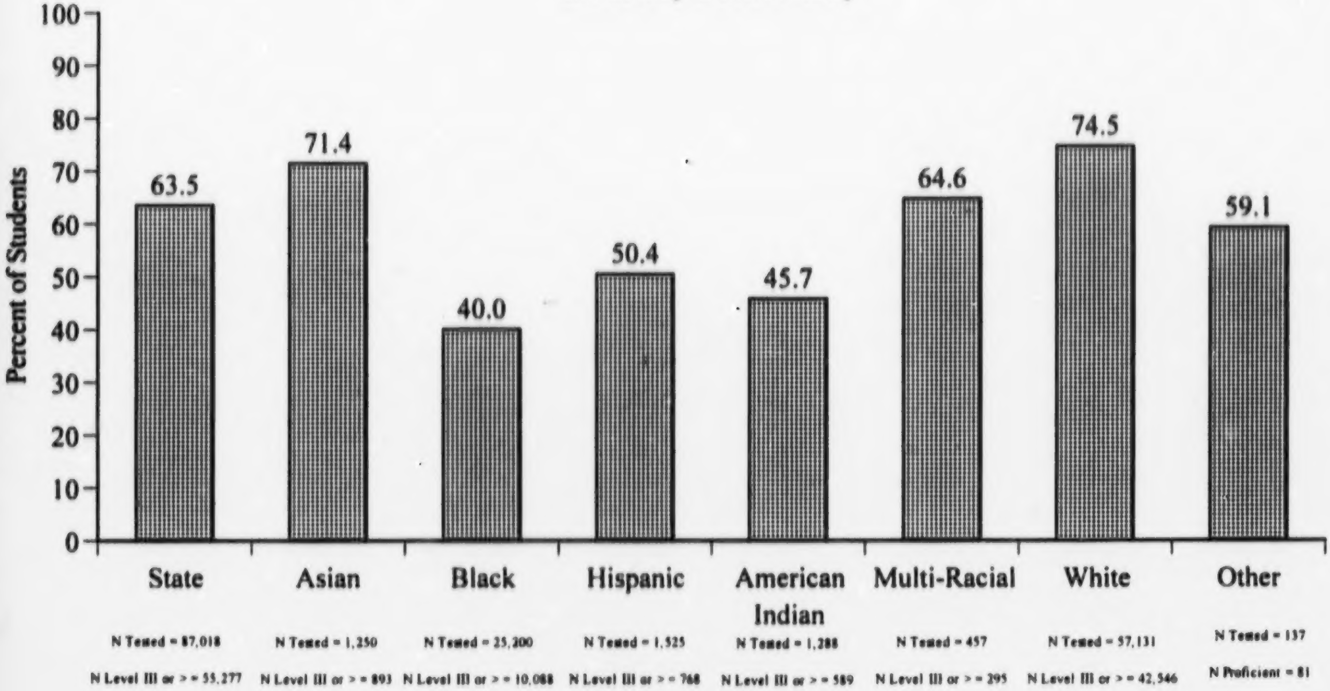
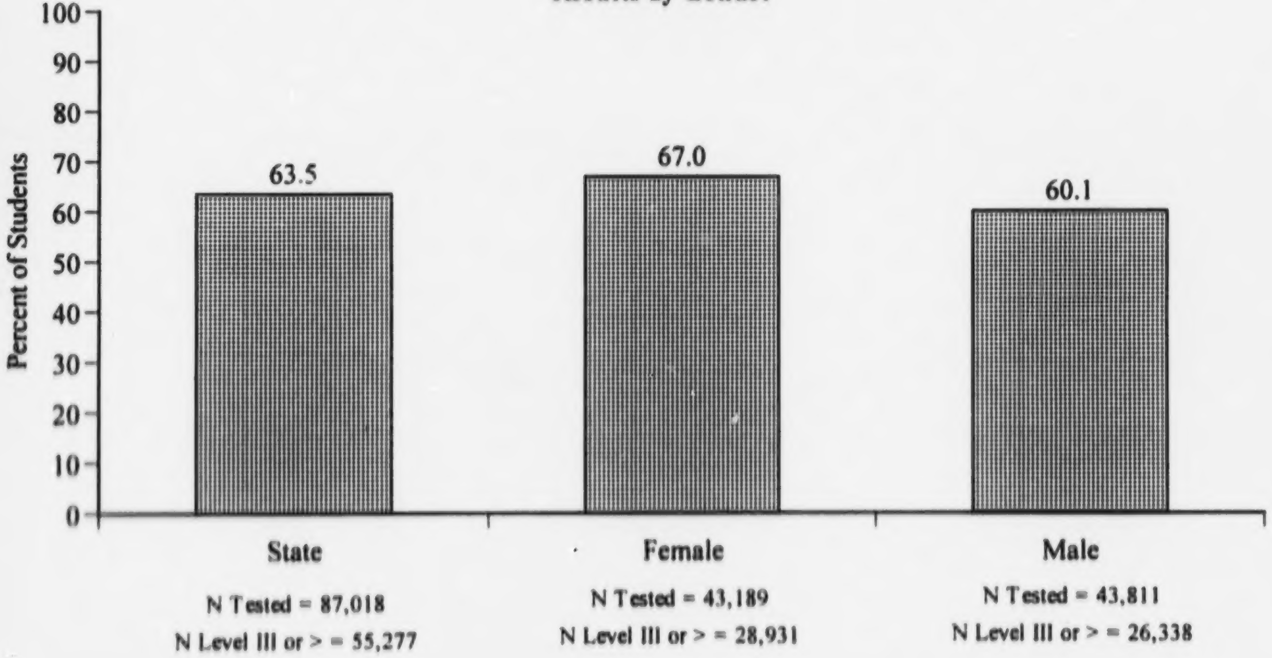
Figure 7. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grade 8

Results by Ethnic Group

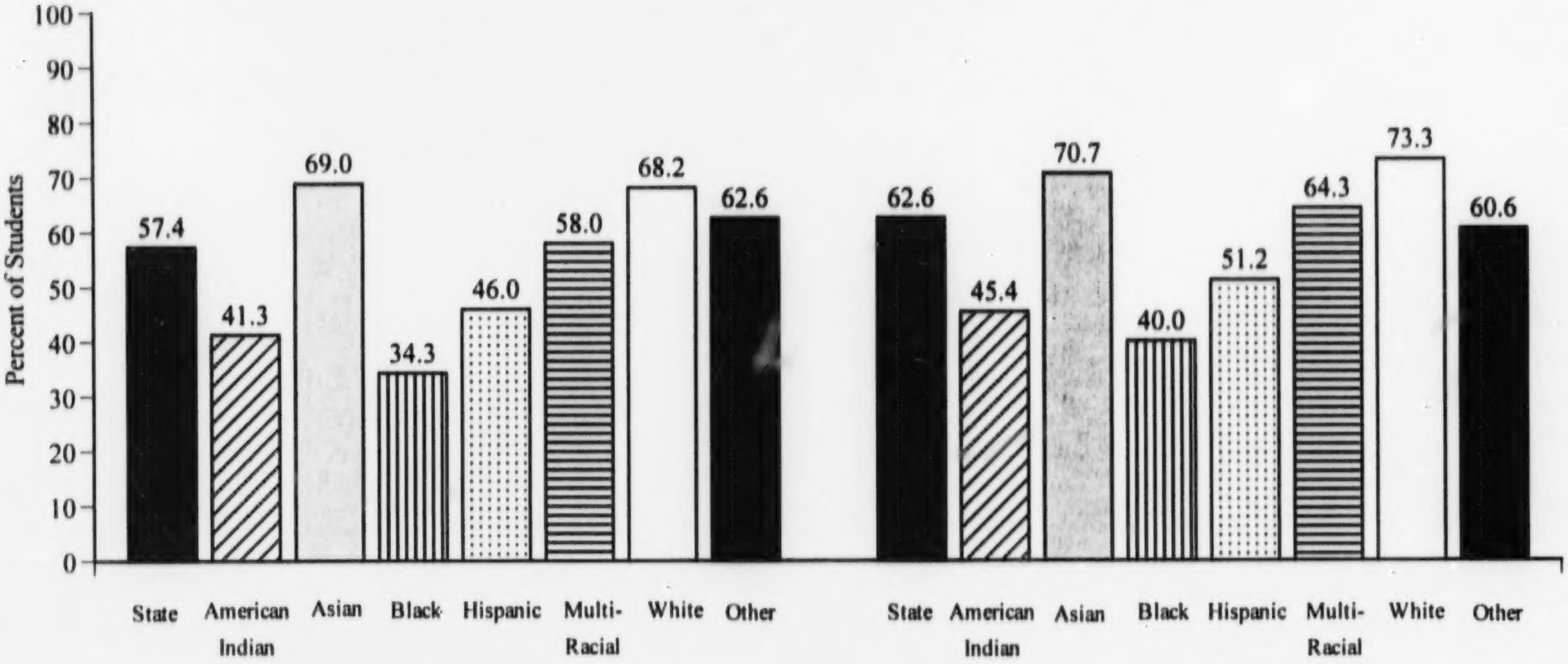


Results by Gender



Notes: "N Tested" and "N Level III or >" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III or >" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only.

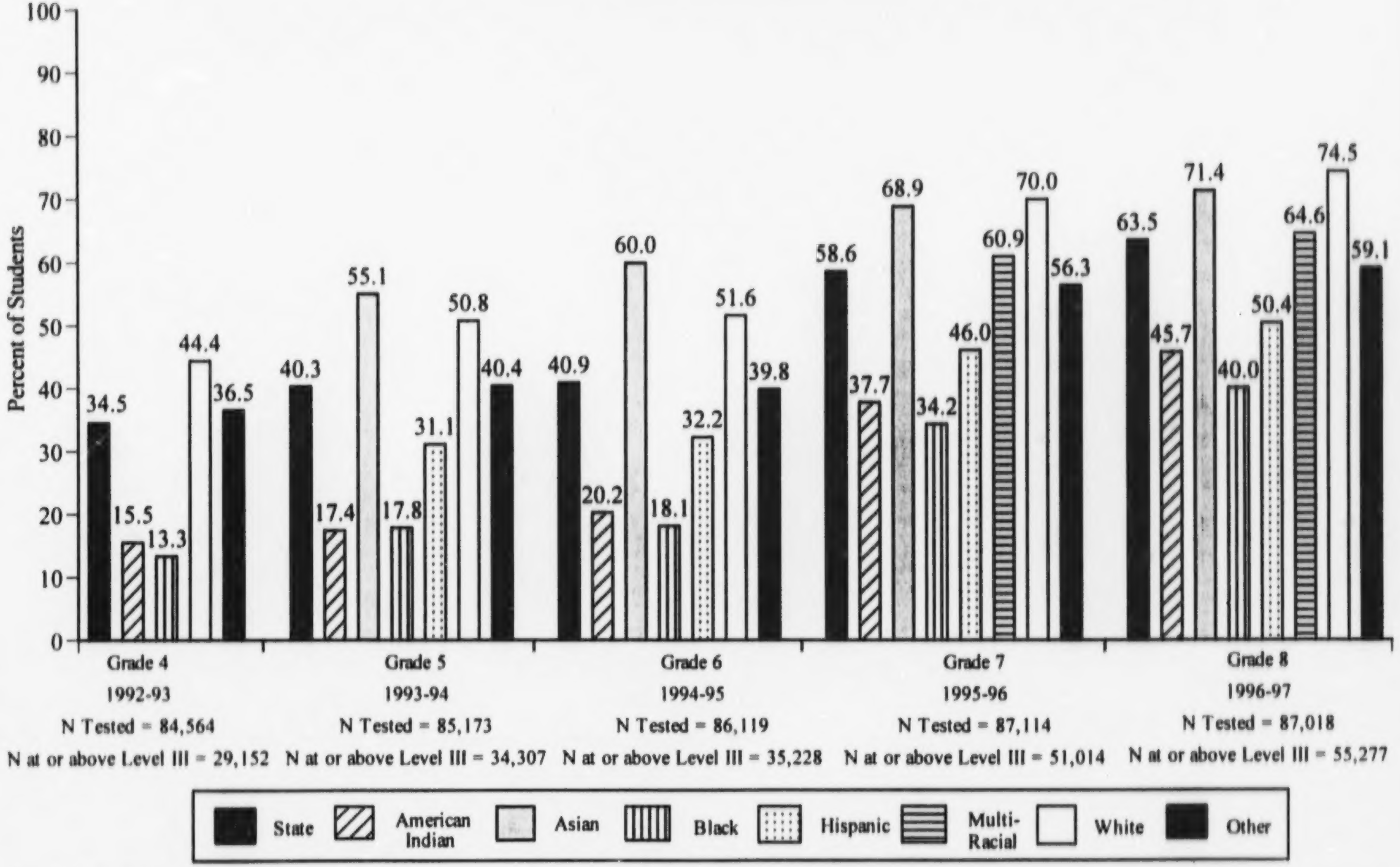
Figure 8. 1995-96 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Cohort Comparison, Grade 3 to Grade 4



Grade 3
1995-96
N Tested = 90,470
N at or above Level III = 51,903

Grade 4
1996-97
N Tested = 91,653
N at or above Level III = 57,343

Figure 9. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Cohort Comparison, Grade 4 to Grade 8



Notes: Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94 or 1994-95.

NCDPI/TOPS/1/27/98

Figure 10. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8, by Gender and Ethnicity

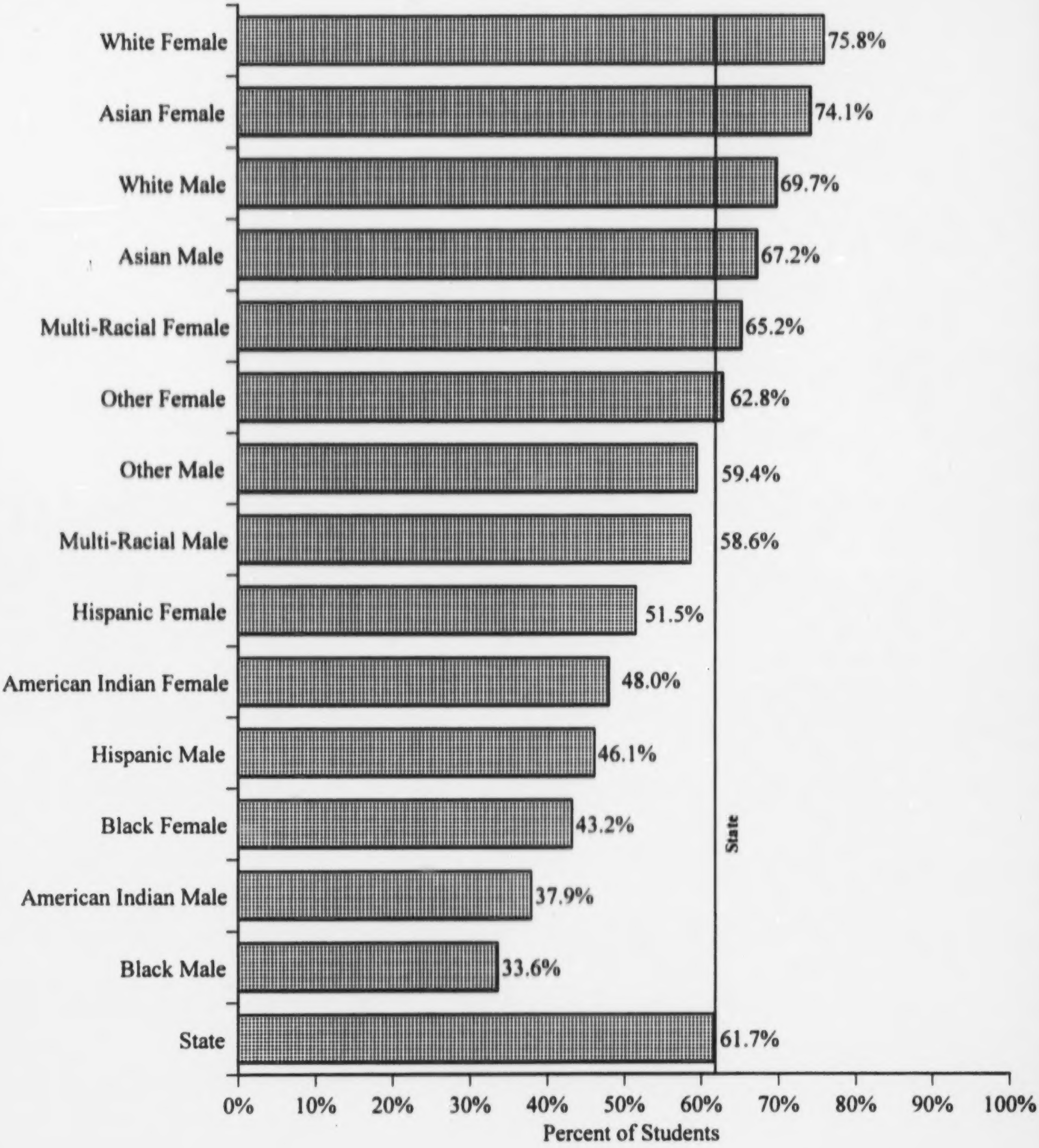


Figure 11. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grade 4 by Gender and Ethnicity

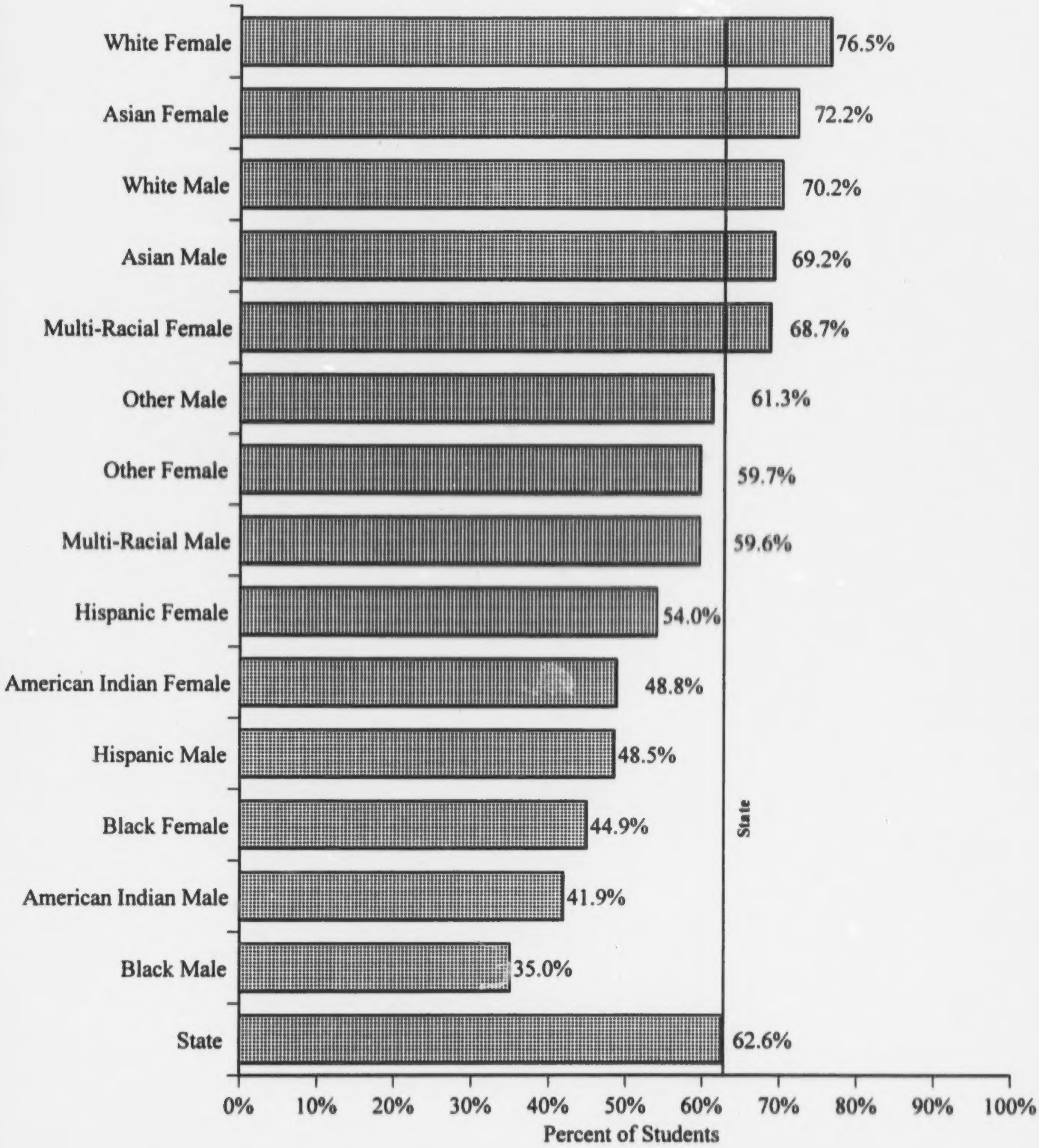


Figure 12. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grade 8 by Gender and Ethnicity

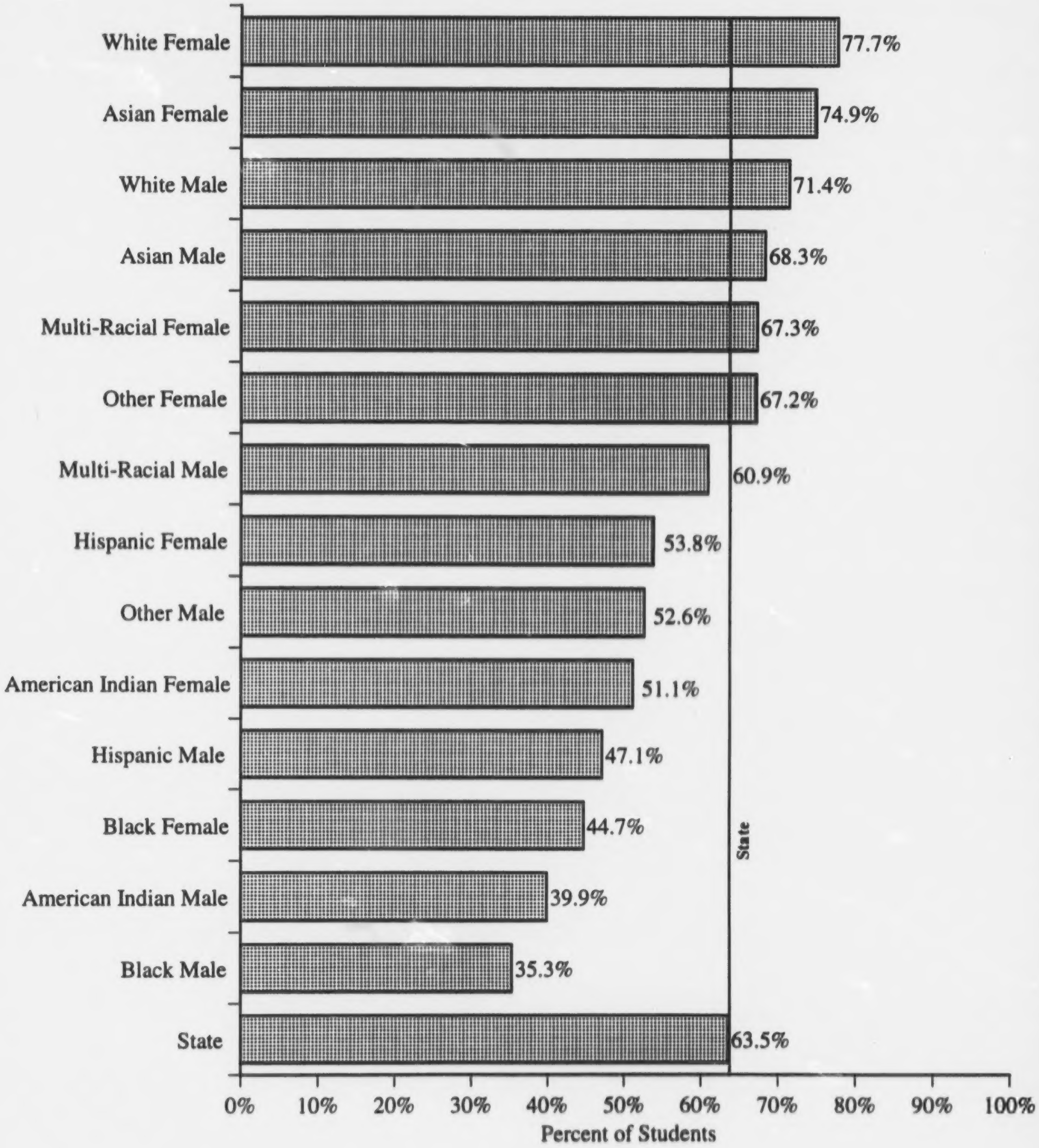
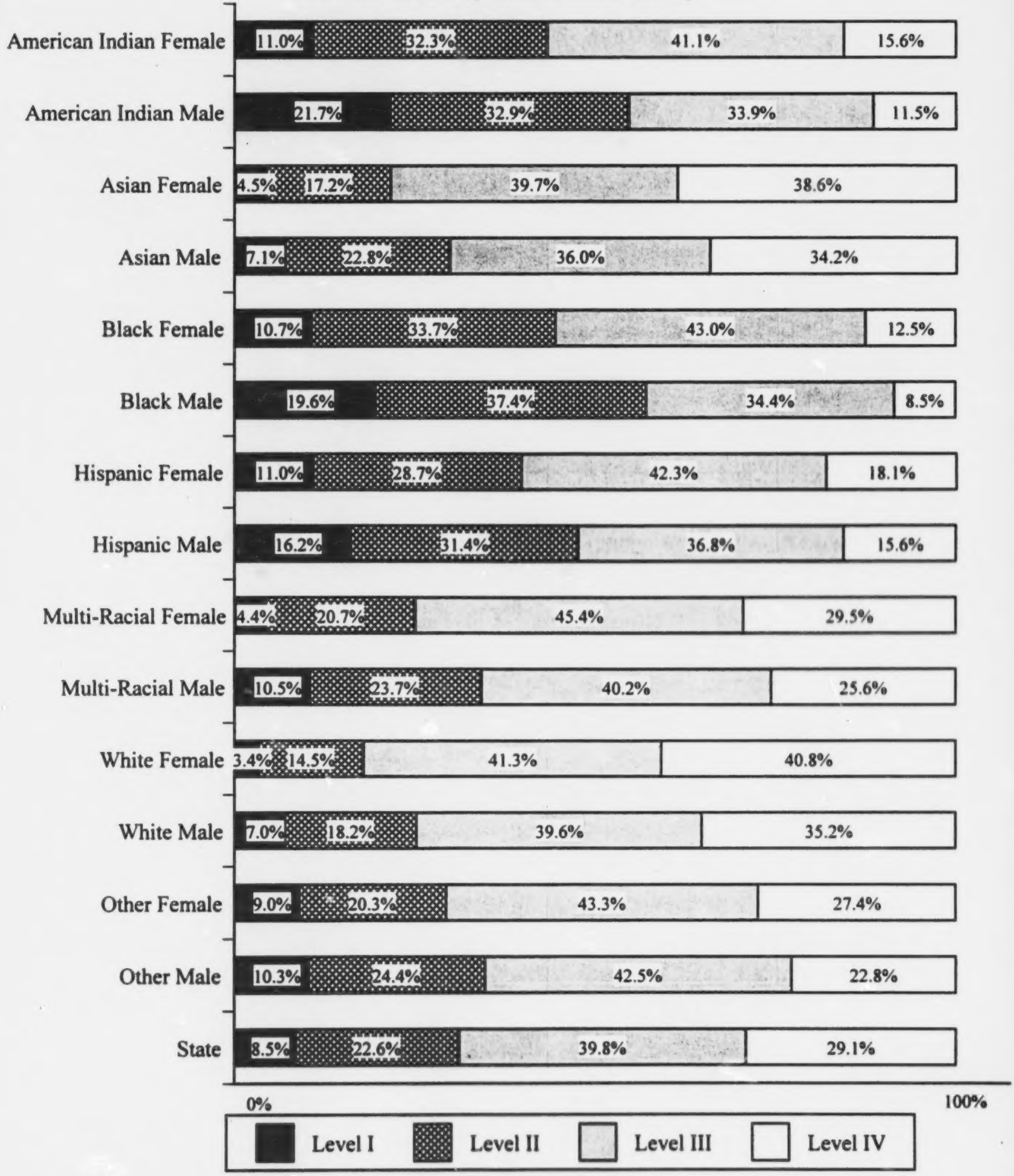
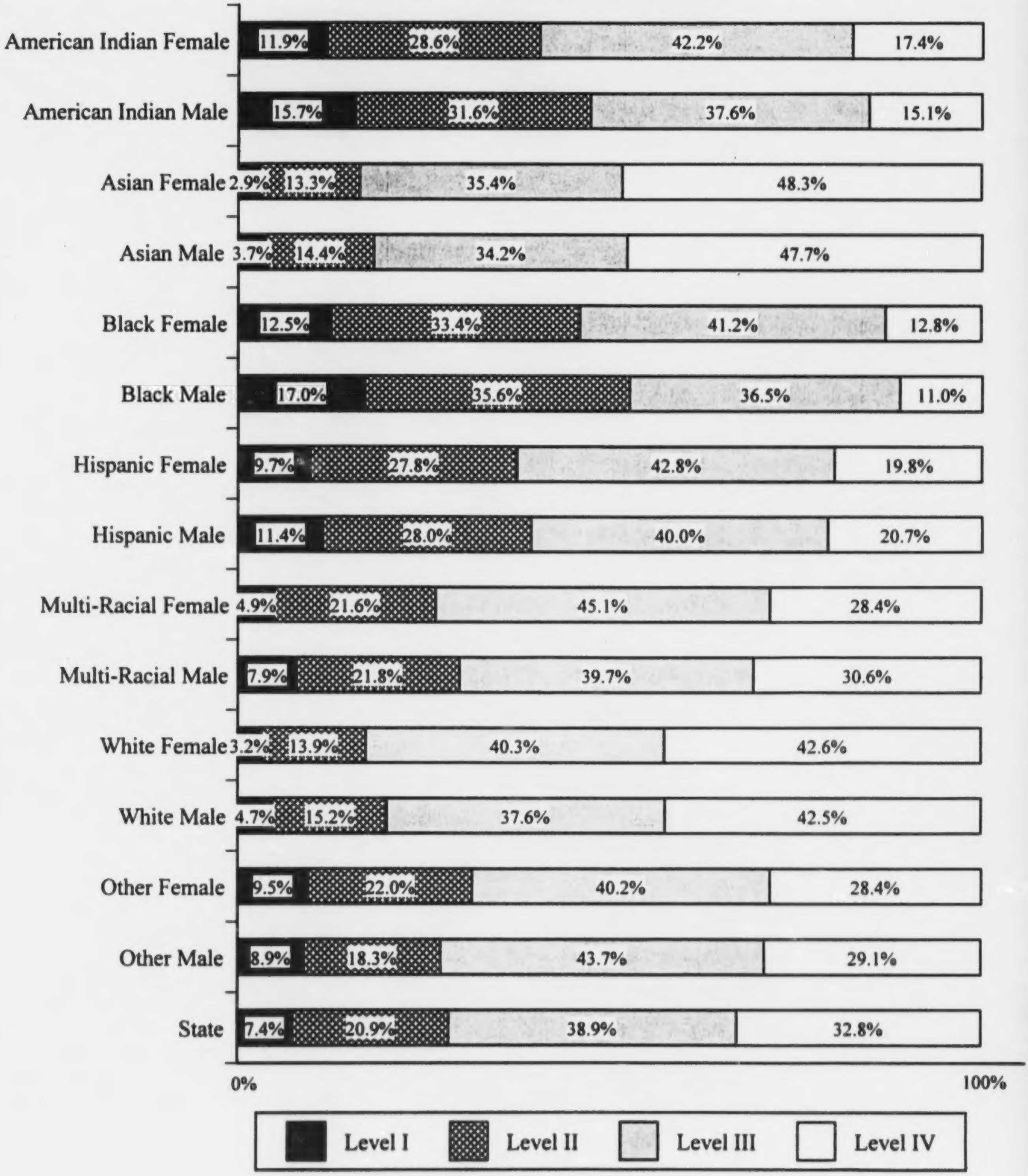


Figure 13. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students in Each Achievement Level in Reading
Across All Grades by Gender and Ethnicity



Note: Achievement levels for each ethnicity category may not add to 100% due to rounding.

Figure 14. 1996-97 End-of-Grade Multiple-Choice Test Results Percent of Students in Each Achievement Level in Mathematics Across All Grades by Gender and Ethnicity



Note: Achievement levels for each ethnicity category may not add to 100% due to rounding.

Table 6. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level, by Grade and Ethnicity

R=Reading M=Mathematics

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	R	M	R	M	R	M	R	M	R	M	R	M
American Indian												
Achievement Level I	22.6	14.3	16.8	11.9	16.1	15.1	16.1	11.7	17.6	15.7	9.1	14.4
Achievement Level II	31.3	33.7	31.6	27.5	29.9	28.2	36.1	29.8	34.6	29.3	32.4	32.3
Achievement Level III	34.6	37.5	40.1	43.0	39.5	38.7	33.2	41.9	33.6	38.0	43.6	39.9
Achievement Level IV	11.6	14.6	11.4	17.7	14.4	18.0	14.6	16.7	14.2	17.0	15.0	13.3
% Students at III or IV	**46.2**	**52.1**	**51.5**	**60.7**	**53.9**	**56.7**	**47.8**	**58.5**	**47.8**	**55.0**	**58.6**	**53.2**
Asian												
Achievement Level I	6.6	3.7	7.0	2.5	4.3	2.3	6.5	2.6	6.6	4.2	4.1	4.9
Achievement Level II	20.6	14.8	20.2	13.6	18.8	12.5	19.6	12.6	23.1	14.2	18.4	15.7
Achievement Level III	39.5	39.8	40.7	35.4	39.7	31.5	35.0	35.6	33.3	33.4	38.6	32.8
Achievement Level IV	33.4	41.7	32.1	48.5	37.1	53.6	39.0	49.2	37.1	48.3	38.8	46.6
% Students at III or IV	**72.9**	**81.6**	**72.8**	**83.9**	**76.9**	**85.1**	**73.9**	**84.8**	**70.4**	**81.6**	**77.5**	**79.4**
Black												
Achievement Level I	18.7	13.6	17.5	12.9	13.6	14.0	16.1	13.2	15.4	17.2	8.9	17.7
Achievement Level II	35.1	36.5	34.7	32.2	35.1	32.4	37.9	35.6	37.8	34.5	32.8	35.8
Achievement Level III	35.8	38.2	39.8	42.7	41.0	38.3	35.3	40.4	34.8	36.6	46.1	36.7
Achievement Level IV	10.4	11.7	7.9	12.1	10.3	15.2	10.7	10.8	12.0	11.7	12.2	9.8
% Students at III or IV	**46.2**	**49.9**	**47.8**	**54.8**	**51.3**	**53.5**	**45.9**	**51.2**	**46.8**	**48.3**	**58.3**	**46.5**
Hispanic												
Achievement Level I	17.9	9.5	15.2	9.6	11.9	11.3	13.2	9.0	13.6	12.8	8.7	11.5
Achievement Level II	30.3	31.0	29.1	23.4	29.0	26.2	31.8	28.8	31.2	28.7	29.1	29.3
Achievement Level III	37.2	39.6	43.0	46.3	41.1	38.7	37.1	43.4	35.7	38.5	42.7	41.5
Achievement Level IV	14.6	20.0	12.8	20.7	18.0	23.8	17.9	18.8	19.4	20.0	19.6	17.7
% Students at III or IV	**51.8**	**59.6**	**55.8**	**67.0**	**59.0**	**62.5**	**55.1**	**62.3**	**55.1**	**58.4**	**62.2**	**59.3**
Multi-Racial												
Achievement Level I	10.5	7.0	9.1	5.2	5.8	5.9	7.7	3.5	7.0	8.3	3.0	8.7
Achievement Level II	22.5	23.0	19.6	19.1	20.3	19.1	25.0	25.6	26.1	21.0	19.8	22.7
Achievement Level III	40.6	40.0	44.6	45.8	49.5	40.2	39.4	43.5	37.9	41.8	45.4	43.9
Achievement Level IV	26.5	30.1	26.7	29.9	24.4	34.8	27.8	27.4	29.1	28.9	31.7	24.7
% Students at III or IV	**67.1**	**70.1**	**71.3**	**75.8**	**73.9**	**75.0**	**67.3**	**70.9**	**66.9**	**70.7**	**77.2**	**68.6**
White												
Achievement Level I	7.0	3.4	6.2	3.3	4.7	3.9	5.1	3.6	5.0	4.6	3.2	5.0
Achievement Level II	17.3	16.4	16.5	12.9	15.4	14.1	17.8	13.8	17.4	14.4	13.9	15.8
Achievement Level III	38.4	40.2	44.4	41.4	41.6	35.3	38.3	40.4	37.3	37.0	42.6	39.1
Achievement Level IV	37.3	40.0	32.9	42.4	38.2	46.7	38.7	42.2	40.4	44.0	40.4	40.1
% Students at III or IV	**75.7**	**80.2**	**77.3**	**83.8**	**79.9**	**82.0**	**77.0**	**82.6**	**77.6**	**81.0**	**83.0**	**79.2**
Other												
Achievement Level I	10.6	7.0	10.2	8.0	5.6	10.3	14.6	11.4	11.6	9.5	3.6	8.8
Achievement Level II	20.6	20.4	25.5	18.8	25.2	17.8	19.6	20.9	20.5	19.0	24.1	23.4
Achievement Level III	43.3	46.5	40.1	42.8	51.4	43.0	41.8	41.8	42.5	36.1	40.9	42.3
Achievement Level IV	25.5	26.1	24.1	30.4	17.8	29.0	24.1	25.9	25.3	35.4	31.4	25.5
% Students at III or IV	**68.8**	**72.5**	**64.2**	**73.2**	**69.2**	**72.0**	**65.8**	**67.7**	**67.8**	**71.4**	**72.3**	**67.9**

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	N*	%	N	%	N	%	N	%	N	%	N	%
American Indian	1,330	1.4	1,395	1.5	1,289	1.4	1,294	1.4	1,318	1.5	1,292	1.5
Asian	1,294	1.4	1,215	1.3	1,322	1.5	1,281	1.4	1,327	1.5	1,255	1.4
Black	28,564	30.0	26,853	29.2	25,919	28.6	26,632	29.1	25,513	28.5	25,329	29.0
Hispanic	2,017	2.1	1,913	2.1	1,768	1.9	1,718	1.9	1,658	1.9	1,532	1.8
Multi-Racial	574	0.6	561	0.6	517	0.6	507	0.6	499	0.6	460	0.5
White	61,362	64.4	59,759	65.1	59,812	65.9	60,046	65.5	59,023	66.0	57,278	65.6
Other	141	0.1	137	0.1	107	0.1	158	0.2	146	0.2	137	0.2
Total	95,282		91,833		90,734		91,636		89,484		87,283	

Notes: Due to rounding, some ethnicity categories in some grades may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
*"N" is the number of students who took the end-of-grade test in reading.
When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category.

Table 7. 1996-97 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level
by Grade and Gender

	Male				Female			
	Reading		Math		Reading		Math	
Grade 3	N	%	N	%	N	%	N	%
Achievement Level I	6,575	13.7	3,688	7.6	3,908	8.3	2,800	5.9
Achievement Level II	11,615	24.1	11,182	23.1	10,459	22.2	10,786	22.8
Achievement Level III	17,340	36.0	18,570	38.4	18,459	39.1	19,229	40.7
Achievement Level IV	12,607	26.2	14,889	30.8	14,342	30.4	14,415	30.5
Students at III or IV	**29,947**	**62.2**	**33,459**	**69.2**	**32,801**	**69.5**	**33,644**	**71.2**
Grade 4	N	%	N	%	N	%	N	%
Achievement Level I	5,704	12.3	3,342	7.2	3,357	7.4	2,531	5.6
Achievement Level II	11,221	24.2	9,176	19.7	9,373	20.6	8,370	18.4
Achievement Level III	18,802	40.5	18,903	40.6	20,627	45.4	19,625	43.1
Achievement Level IV	10,686	23.0	15,147	32.5	12,089	26.6	14,960	32.9
Students at III or IV	**29,488**	**63.5**	**34,050**	**73.1**	**32,716**	**72.0**	**34,585**	**76.0**
Grade 5	N	%	N	%	N	%	N	%
Achievement Level I	4,592	10.0	3,892	8.4	2,260	5.1	2,582	5.8
Achievement Level II	10,543	22.9	9,504	20.6	9,076	20.3	8,500	19.0
Achievement Level III	18,021	39.2	15,737	34.1	19,583	43.8	17,198	38.4
Achievement Level IV	12,873	28.0	17,018	36.9	13,803	30.9	16,478	36.8
Students at III or IV	**30,894**	**67.1**	**32,755**	**71.0**	**33,386**	**74.7**	**33,676**	**75.2**
Grade 6	N	%	N	%	N	%	N	%
Achievement Level I	5,283	11.3	3,595	7.7	2,692	6.0	2,450	5.4
Achievement Level II	12,213	26.2	10,153	21.7	10,008	22.3	8,845	19.7
Achievement Level III	16,434	35.2	18,055	38.6	17,759	39.5	19,042	42.3
Achievement Level IV	12,760	27.3	14,931	31.9	14,503	32.3	14,637	32.5
Students at III or IV	**29,194**	**62.5**	**32,986**	**70.6**	**32,262**	**71.8**	**33,679**	**74.9**
Grade 7	N	%	N	%	N	%	N	%
Achievement Level I	5,201	11.4	4,499	9.8	2,277	5.2	3,153	7.2
Achievement Level II	11,599	25.4	9,708	21.2	9,730	22.2	8,746	20.0
Achievement Level III	16,020	35.1	16,137	35.3	16,601	37.9	16,871	38.5
Achievement Level IV	12,850	28.1	15,350	33.6	15,220	34.7	15,044	34.3
Students at III or IV	**28,870**	**63.2**	**31,487**	**68.9**	**31,821**	**72.6**	**31,915**	**72.8**
Grade 8	N	%	N	%	N	%	N	%
Achievement Level I	3,096	7.0	4,592	10.4	1,290	3.0	3,224	7.4
Achievement Level II	9,982	22.7	10,125	23.0	7,487	17.3	9,207	21.3
Achievement Level III	18,438	41.9	16,039	36.4	19,606	45.3	17,525	40.5
Achievement Level IV	12,475	28.4	13,291	30.2	14,926	34.5	13,363	30.8
Students at III or IV	**30,913**	**70.3**	**29,330**	**66.6**	**34,532**	**79.7**	**30,888**	**71.3**

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	48,137	50.5	46,406	50.5	46,029	50.7	46,691	50.9	45,670	51.0	43,990	50.4
Female	47,172	49.5	45,445	49.5	44,722	49.3	44,962	49.1	43,828	49.0	43,309	49.6

Notes: Due to rounding, some categories in some grades may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
When summed, male and female N-counts may not match the state N-counts because students may not have identified themselves as male or female.

Figure 15. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Reading Test Results
State Average Growth in Mean Scale Scores

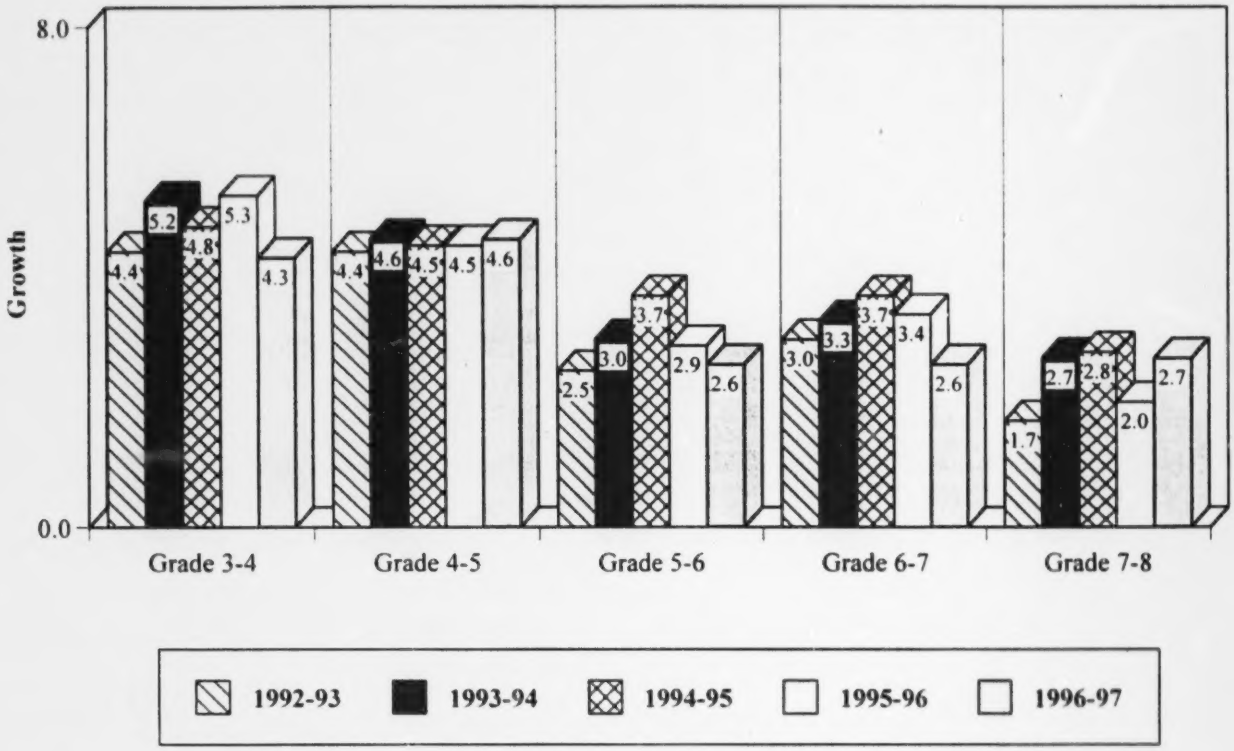


Figure 16. 1992-93 to 1996-97 End-of-Grade Multiple-Choice Mathematics Test Results
State Average Growth in Mean Scale Scores

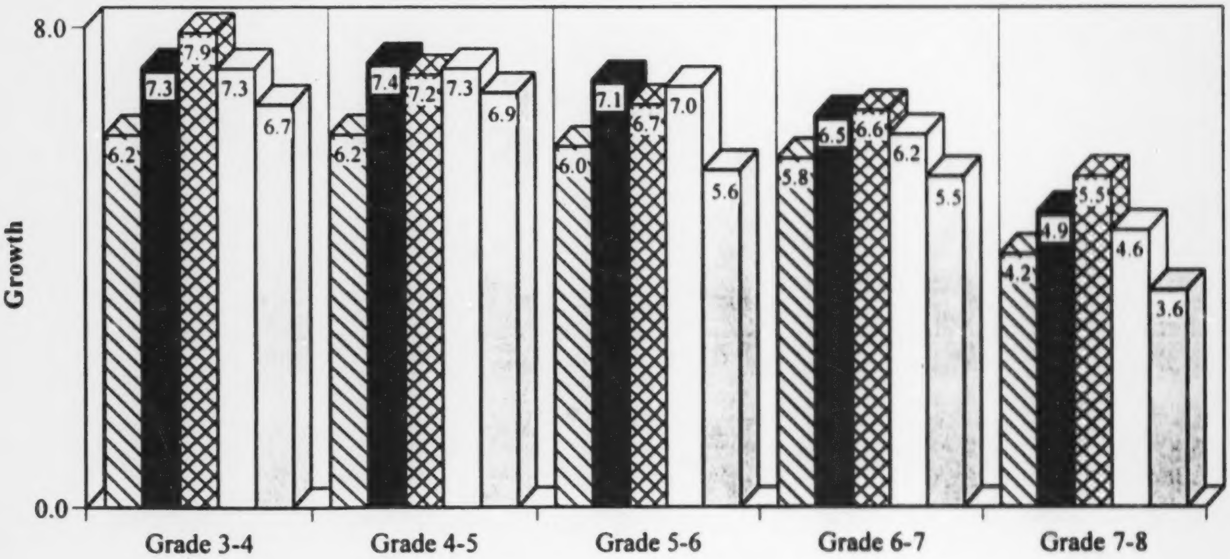


Table 8. 1996-97 End-of-Grade Multiple-Choice Test Results
Average Performance of Students with Disabilities or Limited English Proficiency

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Mean Reading	Mean Mathematics
3	All Students	95,356	100.0	59.6	144.1	142.8
	Not Exceptional	77,945	81.9	61.8	144.5	143.0
	Academically Gifted	5,926	6.2	98.7	155.9	156.1
	Students with Disabilities	11,263	11.8			
	Behaviorally-Emotionally Handicapped	721	0.8	15.6	134.0	130.8
	Hearing Impaired	142	0.1	31.7	137.7	135.7
	Educable Mentally Handicapped	722	0.8	1.1	128.9	122.4
	Specific Learning Disabled	6,239	6.6	19.2	134.3	135.0
	Speech-Language Impaired	2,383	2.5	45.3	140.9	139.4
	Visually Impaired	40	0.0	47.5	140.0	138.9
	Other Health Impaired	806	0.8	22.3	135.6	132.3
	Orthopedically Impaired	54	0.1	19.6	137.4	131.2
	Traumatic Brain Injured	10	0.0	*	*	*
	Other Exceptional Classifications	146	0.2	26.0	136.7	133.5
	Section 504	1187	1.2	30.7	137.5	136.2
	Limited English Proficient	891	0.9	26.8	135.8	135.7
4	All Students	91,868	100.0	62.6	148.4	149.5
	Not Exceptional	68,441	74.6	62.2	147.9	148.7
	Academically Gifted	12,297	13.4	99.1	159.7	162.2
	Students with Disabilities	10,976	12.0			
	Behaviorally-Emotionally Handicapped	834	0.9	20.8	139.3	137.9
	Hearing Impaired	129	0.1	33.3	142.1	142.9
	Educable Mentally Handicapped	697	0.8	0.7	132.7	129.3
	Specific Learning Disabled	6,873	7.5	22.1	139.1	141.3
	Speech-Language Impaired	1,367	1.5	42.1	143.9	144.9
	Visually Impaired	49	0.1	41.7	141.8	140.4
	Other Health Impaired	829	0.9	24.6	140.4	139.0
	Orthopedically Impaired	47	0.1	39.1	144.5	141.4
	Traumatic Brain Injured	17	0.0	*	*	*
	Other Exceptional Classifications	134	0.1	26.9	140.6	140.7
	Section 504	1309	1.4	32.7	142.2	142.8
	Limited English Proficient	795	0.9	26.6	140.2	142.5

Notes: *No scores are reported for groups with less than thirty students

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Table 8. 1996-97 End-of-Grade Multiple-Choice Test Results
Average Performance of Students with Disabilities or Limited English Proficiency (continued)

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Mean Reading	Mean Mathematics
5	All Students	90,773	100.0	63.7	153.0	156.4
	Not Exceptional	66,805	73.8	63.1	152.4	155.3
	Academically Gifted	13,216	14.6	99.2	163.3	169.4
	Students with Disabilities	10,562	11.7			
	Behaviorally-Emotionally Handicapped	836	0.9	16.4	143.6	144.8
	Hearing Impaired	133	0.1	30.8	146.9	150.2
	Educable Mentally Handicapped	747	0.8	1.3	137.8	139.0
	Specific Learning Disabled	6,979	7.7	23.4	144.0	148.1
	Speech-Language Impaired	792	0.9	39.1	148.2	151.0
	Visually Impaired	46	0.1	39.1	147.9	152.7
	Other Health Impaired	797	0.9	25.9	145.6	147.3
	Orthopedically Impaired	66	0.1	30.8	146.6	147.4
	Traumatic Brain Injured	22	0.0	*	*	*
	Other Exceptional Classifications	144	0.2	20.1	144.6	146.6
	Section 504	1061	1.2	34.5	146.9	149.8
	Limited English Proficient	699	0.8	27.3	144.9	148.9
Grade 6	All Students	91,667	100.0	60.8	155.6	162.0
	Not Exceptional	68,168	66.9	59.9	155.0	160.8
	Academically Gifted	12,729	12.5	99.0	167.1	176.5
	Students with Disabilities	10,464				
	Behaviorally-Emotionally Handicapped	1,035	1.0	13.3	144.8	149.7
	Hearing Impaired	147	0.1	32.0	149.7	156.2
	Educable Mentally Handicapped	876	0.9	0.7	139.0	145.3
	Specific Learning Disabled	6,961	6.8	21.8	145.9	153.7
	Speech-Language Impaired	401	0.4	30.5	148.6	155.3
	Visually Impaired	50	0.0	46.9	151.8	157.6
	Other Health Impaired	791	0.8	24.4	148.0	152.7
	Orthopedically Impaired	51	0.1	33.3	149.9	153.6
	Traumatic Brain Injured	14	0.0	*	*	*
	Other Exceptional Classifications	138	0.1	23.4	147.8	154.4
	Section 504	867	0.9	37.2	150.5	156.8
	Limited English Proficient	580	0.6	22.2	146.5	155.1

Notes: *No scores are reported for groups with less than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Table 8. 1996-97 End-of-Grade Multiple-Choice Test Results
Average Performance of Students with Disabilities or Limited English Proficiency (continued)

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Mean Reading	Mean Mathematics
7	All Students	89,515	100.0	60.5	158.2	167.5
	Not Exceptional	67,238	75.2	59.1	157.6	166.1
	Academically Gifted	12,590	14.1	99.3	168.5	182.6
	Students with Disabilities	9,536	10.7			
	Behaviorally-Emotionally Handicapped	1,040	1.2	12.5	147.4	155.2
	Hearing Impaired	120	0.1	31.1	151.2	160.7
	Educable Mentally Handicapped	1,012	1.1	0.7	142.6	150.2
	Specific Learning Disabled	6,228	7.0	21.1	149.3	158.6
	Speech-Language Impaired	228	0.3	28.6	151.0	159.9
	Visually Impaired	58	0.1	46.6	154.7	163.0
	Other Health Impaired	667	0.7	25.4	151.1	158.3
	Orthopedically Impaired	56	0.1	34.5	154.0	159.8
	Traumatic Brain Injured	17	0.0	*	*	*
	Other Exceptional Classifications	110	0.1	29.1	151.3	161.3
	Section 504	798	0.9	40.3	154.0	162.3
	Limited English Proficient	594	0.7	19.6	148.9	159.8
Grade 8	All Students	87,317	100.0	63.5	160.9	171.1
	Not Exceptional	65,539	75.2	61.8	160.2	169.5
	Academically Gifted	13,158	15.1	99.2	170.7	186.2
	Students with Disabilities	8,462	9.7			
	Behaviorally-Emotionally Handicapped	984	1.1	11.8	149.7	157.7
	Hearing Impaired	126	0.1	31.7	154.1	163.0
	Educable Mentally Handicapped	1,050	1.2	0.7	144.9	153.8
	Specific Learning Disabled	5,297	6.1	24.8	152.2	162.2
	Speech-Language Impaired	166	0.2	28.7	153.8	162.8
	Visually Impaired	40	0.0	42.5	154.7	164.3
	Other Health Impaired	603	0.7	29.6	154.4	162.0
	Orthopedically Impaired	48	0.1	39.6	155.5	164.2
	Traumatic Brain Injured	23	0.0	*	*	*
	Other Exceptional Classifications	125	0.1	35.0	155.0	163.8
	Section 504	678	0.8	45.0	157.2	166.8
	Limited English Proficient	530	0.6	20.6	151.0	163.2

Notes *No scores are reported for groups with less than thirty students

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories
Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%

"Number Tested" is the number of students who took the end-of-grade test in reading

Table 9. 1996-97 End-of-Grade Multiple-Choice Test Results
Average Performance of Students Taking Modified Tests

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Mean Reading	Mean Mathematics
3	All Students	95,356	100.0	59.6	144.1	142.8
	Braille Edition	9	0.0	*	*	*
	Large Print	45	0.2	48.9	141.4	139.1
	Assistive Technology	10	0.0	*	*	*
	Braille Writer	5	0.0	*	*	*
	Cranmer Abacus	6	0.0	*	*	*
	Dictation to Scribe	91	0.4	18.9	133.4	133.2
	Interpreter Signs Test	19	0.1	*	*	*
	Magnification Devices	12	0.1	*	*	*
	Student Marks in Text Book	3,158	14.0	18.1	133.9	133.6
	Test Administrator Reads Test Aloud	5,499	24.3	10.7	131.8	132.9
	Use of Typewriter or Word Processor	5	0.0	*	*	*
	Hospital/Home Testing	15	0.1	*	*	*
	Multiple Test Sessions	882	3.9	16.2	133.7	132.9
	Scheduled Extended Time	5893	26.1	17.4	133.8	133.6
	Testing in a Separate Room	6871	30.4	15.0	133.2	133.1
	English/Native Language Dictionary/Electronic Translator	23	0.1	*	*	*
	Other	72	0.3	29.2	139.0	136.1

Grade						
4	All Students	91,868	100.0	62.6	148.4	149.5
	Braille Edition	3	0.0	*	*	*
	Large Print	50	0.2	40.0	141.7	142.2
	Assistive Technology	8	0.0	*	*	*
	Braille Writer	1	0.0	*	*	*
	Cranmer Abacus	1	0.0	*	*	*
	Dictation to Scribe	131	0.6	12.6	136.5	136.3
	Interpreter Signs Test	14	0.1	*	*	*
	Magnification Devices	11	0.0	*	*	*
	Student Marks in Text Book	3,124	13.6	21.4	139.0	140.0
	Test Administrator Reads Test Aloud	5,336	23.3	10.8	136.1	138.8
	Use of Typewriter or Word Processor	6	0.0	*	*	*
	Hospital/Home Testing	6	0.0	*	*	*
	Multiple Test Sessions	833	3.6	20.4	138.7	140.2
	Scheduled Extended Time	6,228	27.2	19.9	138.6	140.0
	Testing in a Separate Room	7,078	30.9	16.8	137.8	139.4
	English/Native Language Dictionary/Electronic Translator	41	0.2	39.0	143.5	144.4
	Other	42	0.2	24.4	139.9	139.0

Notes: *No scores are reported for groups with less than thirty students.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Table 9. 1996-97 End-of-Grade Multiple-Choice Test Results
Average Performance of Students Taking Modified Tests (continued)

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Mean Reading	Mean Mathematics
5	**All Students**	90,773	100.0	63.7	153.0	156.4
	Braille Edition	1	0.0	*	*	*
	Large Print	53	0.2	40.4	146.2	152.1
	Assistive Technology	4	0.0	*	*	*
	Braille Writer	0	0.0	*	*	*
	Cranmer Abacus	0	0.0	*	*	*
	Dictation to Scribe	116	0.5	22.8	143.3	147.4
	Interpreter Signs Test	22	0.1	*	*	*
	Magnification Devices	5	0.0	*	*	*
	Student Marks in Text Book	2,827	13.0	22.8	143.9	147.4
	Test Administrator Reads Test Aloud	4,997	22.9	10.7	140.8	145.3
	Use of Typewriter or Word Processor	7	0.0	*	*	*
	Hospital/Home Testing	13	0.1	*	*	*
	Multiple Test Sessions	795	3.6	20.0	143.4	146.8
	Scheduled Extended Time	6,076	27.9	20.8	143.5	147.0
	Testing in a Separate Room	6,801	31.2	16.9	142.6	146.2
	English/Native Language Dictionary/Electronic Translator	46	0.2	28.3	145.8	150.6
	Other	53	0.2	34.0	147.0	149.0
Grade 6	All Students	91,667	100.0	60.8	155.6	162.0
	Braille Edition	4	0.0	*	*	*
	Large Print	45	0.3	47.7	150.3	156.0
	Assistive Technology	2	0.0	*	*	*
	Braille Writer	2	0.0	*	*	*
	Cranmer Abacus	3	0.0	*	*	*
	Dictation to Scribe	62	0.3	23.3	148.4	153.7
	Interpreter Signs Test	13	0.1	*	*	*
	Magnification Devices	6	0.0	*	*	*
	Student Marks in Text Book	2,083	11.7	19.7	144.9	152.5
	Test Administrator Reads Test Aloud	3,826	21.5	7.8	141.8	150.6
	Use of Typewriter or Word Processor	8	0.0	*	*	*
	Hospital/Home Testing	23	0.1	*	*	*
	Multiple Test Sessions	430	2.4	18.0	144.1	151.2
	Scheduled Extended Time	5,532	31.1	17.5	144.8	152.1
	Testing in a Separate Room	5,620	31.6	13.1	143.8	151.2
	English/Native Language Dictionary/Electronic Translator	96	0.5	14.7	143.5	153.6
	Other	39	0.2	29.7	148.0	155.6

Notes: *No scores are reported for groups with less than thirty students.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Table 9. 1996-97 End-of-Grade Multiple-Choice Test Results
Average Performance of Students Taking Modified Tests (continued)

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Mean Reading	Mean Mathematics
7	All Students	89,515	100.0	60.5	158.2	167.5
	Braille Edition	10	0.1	*	*	*
	Large Print	44	0.3	38.6	153.1	163.9
	Assistive Technology	8	0.1	*	*	*
	Braille Writer	3	0.0	*	*	*
	Cranmer Abacus	6	0.0	*	*	*
	Dictation to Scribe	50	0.3	35.4	151.2	160.4
	Interpreter Signs Test	14	0.1	*	*	*
	Magnification Devices	5	0.0	*	*	*
	Student Marks in Text Book	1,480	9.9	20.0	149.0	158.0
	Test Administrator Reads Test Aloud	3,105	20.7	6.6	144.9	155.1
	Use of Typewriter or Word Processor	10	0.1	*	*	*
	Hospital/Home Testing	34	0.2	41.2	153.8	160.6
	Multiple Test Sessions	273	1.8	13.9	146.9	156.3
	Scheduled Extended Time	5,033	33.6	15.9	147.9	156.9
	Testing in a Separate Room	4,786	31.9	11.1	146.6	155.7
	English/Native Language Dictionary/Electronic Translator	105	0.7	13.3	147.9	157.9
	Other	32	0.2	38.7	153.7	160.7

Grade						
8	All Students	87,317	100.0	63.5	160.9	171.1
	Braille Edition	10	0.1	*	*	*
	Large Print	38	0.3	39.5	153.7	163.5
	Assistive Technology	2	0.0	*	*	*
	Braille Writer	4	0.0	*	*	*
	Cranmer Abacus	3	0.0	*	*	*
	Dictation to Scribe	28	0.2	*	*	*
	Interpreter Signs Test	12	0.1	*	*	*
	Magnification Devices	8	0.1	*	*	*
	Student Marks in Text Book	1,306	10.1	23.0	151.7	161.2
	Test Administrator Reads Test Aloud	2,518	19.4	7.3	147.3	158.0
	Use of Typewriter or Word Processor	6	0.0	*	*	*
	Hospital/Home Testing	62	0.5	27.9	153.5	162.2
	Multiple Test Sessions	281	2.2	13.6	149.1	159.8
	Scheduled Extended Time	4,379	33.8	18.5	150.5	160.2
	Testing in a Separate Room	4,126	31.8	13.4	149.2	158.9
	English/Native Language Dictionary/Electronic Translator	114	0.9	26.3	152.7	164.9
	Other	60	0.5	20.3	151.9	160.6

Notes: *No scores are reported for groups with less than thirty students.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Table 10. 1996-97 End-of-Grade Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency

Grades	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
3 thru 8	Behaviorally-Emotionally Handicapped	798	0	0	2	773	5	2	16
	Hearing Impaired	89	2	1	0	83	1	1	1
	Educable Mentally Handicapped	7,608	9	2	4	7,548	25	0	20
	Specific Learning Disabled	2,305	19	11	5	2,196	25	12	37
	Speech-Language Impaired	129	18	9	2	74	23	0	3
	Visually Impaired	48	1	1	0	43	0	0	3
	Other Health Impaired	458	0	0	0	435	10	4	9
	Orthopedically Impaired	124	0	1	0	121	0	0	2
	Traumatic Health Impaired	60	0	0	0	59	0	1	0
	Other Exceptional Classifications	2,643	90	31	6	2,445	29	0	42
	Section 504	3,624	2,363	958	173	118	6	3	3
	Limited English Proficient	312	7	2	3	105	190	3	2
	Total Grades 3 thru 8	18,198	2,509	1,016	195	14,000	314	26	138
Grade 3	Behaviorally-Emotionally Handicapped	151	0	0	0	148	0	1	2
	Hearing Impaired	16	0	1	0	14	1	0	0
	Educable Mentally Handicapped	1,295	3	0	1	1,288	1	0	2
	Specific Learning Disabled	509	5	6	0	484	2	3	9
	Speech-Language Impaired	43	6	2	0	18	15	0	2
	Visually Impaired	9	0	0	0	7	0	0	2
	Other Health Impaired	99	0	0	0	96	1	1	1
	Orthopedically Impaired	27	0	0	0	27	0	0	0
	Traumatic Health Impaired	9	0	0	0	9	0	0	0
	Other Exceptional Classifications	382	18	4	2	351	3	0	4
	Section 504	792	538	194	38	19	0	1	2
	Limited English Proficient	57	1	1	0	12	40	1	2
	Total Grade 3	3,389	571	208	41	2,473	63	7	26
Grade 4	Behaviorally-Emotionally Handicapped	151	0	0	1	146	1	1	2
	Hearing Impaired	21	0	0	0	20	0	0	1
	Educable Mentally Handicapped	1,441	2	0	1	1,428	7	0	3
	Specific Learning Disabled	537	4	2	1	513	7	2	8
	Speech-Language Impaired	39	5	2	0	25	6	0	1
	Visually Impaired	11	0	0	0	11	0	0	0
	Other Health Impaired	109	0	0	0	103	4	0	2
	Orthopedically Impaired	24	0	0	0	24	0	0	0
	Traumatic Health Impaired	5	0	0	0	5	0	0	0
	Other Exceptional Classifications	358	19	3	1	326	5	0	4
	Section 504	707	451	187	42	24	2	0	1
	Limited English Proficient	88	2	0	0	34	51	1	0
	Total Grade 4	3,491	483	194	46	2,659	83	4	22
Grade 5	Behaviorally-Emotionally Handicapped	122	0	0	0	120	0	0	2
	Hearing Impaired	24	0	0	0	23	0	1	0
	Educable Mentally Handicapped	1,384	1	0	1	1,366	10	0	6
	Specific Learning Disabled	476	6	0	0	458	5	1	6
	Speech-Language Impaired	19	0	5	1	13	0	0	0
	Visually Impaired	10	0	1	0	9	0	0	0
	Other Health Impaired	97	0	0	0	95	0	0	2
	Orthopedically Impaired	21	0	0	0	19	0	0	2
	Traumatic Health Impaired	3	0	0	0	3	0	0	0
	Other Exceptional Classifications	593	18	4	1	559	4	0	7
	Section 504	592	370	171	24	27	0	0	0
	Limited English Proficient	59	1	1	0	20	36	1	0
	Total Grade 5	3,400	396	182	27	2,712	55	3	25

*Limited English proficient students may be exempted for up to two years from the date of initial enrollment in the LEA, depending on the level of English proficiency.

Table 10. 1996-97 End-of-Grade Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency (continued)

Grade	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
6	Behaviorally-Emotionally Handicapped	118	0	0	0	113	2	0	3
	Hearing Impaired	11	0	0	0	11	0	0	0
	Educable Mentally Handicapped	1,339	1	1	0	1,328	4	0	5
	Specific Learning Disabled	348	2	1	3	327	8	0	7
	Speech-Language Impaired	15	4	0	0	9	2	0	0
	Visually Impaired	6	1	0	0	5	0	0	0
	Other Health Impaired	55	0	0	0	50	2	2	1
	Orthopedically Impaired	14	0	0	0	14	0	0	0
	Traumatic Health Impaired	8	0	0	0	8	0	0	0
	Other Exceptional Classifications	418	11	8	2	384	10	0	3
	Section 504	537	355	124	31	24	2	1	0
	Limited English Proficient	54	1	0	1	18	34	0	0
	Total Grade 6	**2,923**	**375**	**134**	**37**	**2,291**	**64**	**3**	**19**
7	Behaviorally-Emotionally Handicapped	144	0	0	0	138	2	0	4
	Hearing Impaired	10	0	0	0	10	0	0	0
	Educable Mentally Handicapped	1,120	0	0	0	1,114	2	0	4
	Specific Learning Disabled	241	1	0	1	228	2	4	5
	Speech-Language Impaired	9	0	0	1	8	0	0	0
	Visually Impaired	7	0	0	0	6	0	0	1
	Other Health Impaired	51	0	0	0	48	1	0	2
	Orthopedically Impaired	16	0	0	0	16	0	0	0
	Traumatic Health Impaired	17	0	0	0	16	0	1	0
	Other Exceptional Classifications	314	16	8	0	285	3	0	2
	Section 504	544	368	140	18	16	2	0	0
	Limited English Proficient	31	1	0	2	16	12	0	0
	Total Grade 7	**2,504**	**386**	**148**	**22**	**1,901**	**24**	**5**	**18**
8	Behaviorally-Emotionally Handicapped	112	0	0	1	108	0	0	3
	Hearing Impaired	7	2	0	0	5	0	0	0
	Educable Mentally Handicapped	1,029	2	1	1	1,024	1	0	0
	Specific Learning Disabled	194	1	2	0	186	1	2	2
	Speech-Language Impaired	4	3	0	0	1	0	0	0
	Visually Impaired	5	0	0	0	5	0	0	0
	Other Health Impaired	47	0	0	0	43	2	1	1
	Orthopedically Impaired	22	0	1	0	21	0	0	0
	Traumatic Health Impaired	18	0	0	0	18	0	0	0
	Other Exceptional Classifications	578	8	4	0	540	4	0	22
	Section 504	452	281	142	20	8	0	1	0
	Limited English Proficient	23	1	0	0	5	17	0	0
	Total Grade 8	**2,491**	**298**	**150**	**22**	**1,964**	**25**	**4**	**28**

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*Limited English proficient students may be exempted for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Table 11. 1996-97 End-of-Grade Multiple-Choice Test Results
Characteristics and Average Performance of Grade 3 Students

	N	Percent	Reading Average Scale Score	Mathematics Average Scale Score	Percent at or above Level III Reading and Mathematics
All Students	95,356	100.0	144.1	142.8	59.6
Gender					
Male	48,137	50.5	143.2	142.6	56.8
Female	47,172	49.5	145.0	143.0	62.4
Ethnic Group					
American Indian	1,330	1.4	139.1	137.3	38.8
Asian	1,294	1.4	146.0	146.4	69.5
Black	28,564	30.0	139.3	136.7	37.3
Hispanic	2,017	2.1	140.5	139.5	46.3
Multi-Racial	574	0.6	144.1	142.5	61.1
White	61,362	64.4	146.5	145.8	70.6
Other	141	0.1	144.1	142.3	63.1
Parental Education					
Did not finish high school	11,579	12.3	137.0	135.0	28.2
High school graduate	43,396	46.0	142.1	140.6	51.5
Trade or business school	4,498	4.8	145.1	143.6	65.3
Community college	12,331	13.1	145.8	144.7	68.3
Four year college	18,289	19.4	150.1	149.5	84.3
Graduate school	4,267	4.5	152.9	152.6	91.5
Hours Watching TV (each school day)					
None	8,412	8.9	141.9	139.8	47.2
1 hour	32,433	34.3	144.6	143.3	61.5
2 hours	20,237	21.4	145.4	144.5	65.4
3 hours	13,597	14.4	145.1	144.2	64.9
Between 4 and 5 hours	9,392	9.9	144.4	143.3	62.2
More than 6 hours	10,590	11.2	140.6	138.8	44.7
Hours of Homework (per week)					
None assigned	3,633	3.8	137.0	134.1	28.3
1 hour or less	33,944	35.8	143.9	142.5	59.5
1 to 3 hours	26,093	27.5	145.3	144.3	64.8
More than 3, less than 5 hours	14,258	15.0	145.6	144.6	65.1
Between 5-10 hours	10,268	10.8	145.5	144.5	64.7
More than 10 hours	4,108	4.3	142.4	141.0	52.3
Assigned but not done	2,542	2.7	134.7	131.9	17.3
Days Absent (so far this year)					
0-7 days	69,117	72.6	144.5	143.4	61.4
8-14 days	19,289	20.3	143.6	142.0	57.2
15-21 days	5,000	5.3	142.1	140.0	49.8
More than 21 days	1,742	1.8	140.1	137.2	42.2

Note "N" is the number of students who took the end-of-grade test in reading

Table 12. 1996-97 End-of-Grade Multiple-Choice Test Results
Characteristics and Average Performance of Grade 4 Students

	N	Percent	Reading Average Scale Score	Mathematics Average Scale Score	Percent at or above Level III Reading and Mathematics
All Students	91,868	100.0	148.4	149.5	62.6
Gender					
Male	46,406	50.5	147.5	149.3	59.2
Female	45,445	49.5	149.4	149.8	66.1
Ethnic Group					
American Indian	1,395	1.5	144.4	145.0	45.4
Asian	1,215	1.3	150.0	153.5	70.7
Black	26,853	29.2	143.5	143.5	40.0
Hispanic	1,913	2.1	145.2	146.4	51.2
Multi-Racial	561	0.6	149.1	149.4	64.3
White	59,759	65.1	150.8	152.4	73.3
Other	137	0.1	148.0	148.9	60.6
Parental Education					
Did not finish high school	10,485	11.5	141.4	142.0	31.5
High school graduate	41,083	45.2	146.2	147.0	53.8
Trade or business school	4,222	4.6	149.0	150.1	67.5
Community college	11,928	13.1	150.1	151.3	71.6
Four year college	18,360	20.2	154.0	155.7	85.4
Graduate school	4,760	5.2	157.3	159.1	92.9
Hours Watching TV(each school day)					
None	5,723	6.3	147.2	147.6	53.9
1 hour	27,432	30.0	148.9	149.8	63.3
2 hours	22,035	24.1	149.8	151.2	68.8
3 hours	16,146	17.7	149.3	150.7	67.8
Between 4 and 5 hours	10,813	11.8	147.9	149.3	62.5
More than 6 hours	9,226	10.1	144.0	144.5	43.1
Hours of Homework (per week)					
None assigned	2,046	2.2	141.2	141.1	33.1
1 hour or less	30,619	33.5	146.9	147.5	56.2
1 to 3 hours	30,457	33.3	149.6	150.8	68.1
More than 3, less than 5 hours	13,680	15.0	150.3	151.7	69.3
Between 5-10 hours	10,110	11.1	150.8	152.6	71.4
More than 10 hours	3,038	3.3	147.4	148.5	57.3
Assigned but not done	1,537	1.7	138.3	137.9	16.4
Days Absent (so far this year)					
0-7 days	66,319	72.3	148.9	150.2	64.7
8-14 days	18,536	20.2	147.8	148.5	59.8
15-21 days	5,023	5.5	146.4	146.6	52.4
More than 21 days	1,811	2.0	143.9	143.4	43.0

Note: "N" is the number of students who took the end-of-grade test in reading.

Table 13. 1996-97 End-of-Grade Multiple-Choice Test Results
Characteristics and Average Performance of Grade 5 Students

	N	Percent	Reading Average Scale Score	Mathematics Average Scale Score	Percent at or above Level III Reading and Mathematics
All Students	90,773	100.0	153.0	156.4	63.7
Gender					
Male	46,029	50.7	152.2	156.2	60.4
Female	44,722	49.3	153.8	156.7	67.0
Ethnic Group					
American Indian	1,289	1.4	148.7	151.5	45.6
Asian	1,322	1.5	154.9	161.1	73.1
Black	25,919	28.6	148.3	150.7	41.1
Hispanic	1,768	1.9	150.1	152.9	51.3
Multi-Racial	517	0.6	153.0	156.2	65.4
White	59,812	65.9	155.1	159.0	74.0
Other	107	0.1	151.5	154.8	62.6
Parental Education					
Did not finish high school	10,658	11.9	146.3	149.1	31.7
High school graduate	39,576	44.1	150.9	154.0	55.2
Trade or business school	4,457	5.0	153.5	156.7	67.3
Community college	11,906	13.3	154.5	158.1	73.3
Four year college	18,169	20.2	158.0	162.4	85.7
Graduate school	5,013	5.6	161.1	166.4	92.9
Hours Watching TV (each school day)					
None	4,127	4.6	152.6	155.7	57.7
1 hour	22,980	25.4	153.7	157.2	65.6
2 hours	22,917	25.4	154.3	158.0	69.9
3 hours	18,436	20.4	153.5	157.0	67.4
Between 4 and 5 hours	12,854	14.2	152.2	155.6	62.1
More than 6 hours	9,054	10.0	148.3	151.2	41.5
Hours of Homework (per week)					
None assigned	1,395	1.5	146.1	148.6	32.8
1 hour or less	27,138	30.0	150.8	153.8	53.7
1 to 3 hours	36,066	39.9	153.8	157.2	68.2
More than 3, less than 5 hours	13,434	14.8	154.7	158.8	70.9
Between 5-10 hours	9,315	10.3	156.0	160.5	76.0
More than 10 hours	2,106	2.3	152.8	157.0	62.5
Assigned but not done	1,021	1.1	142.6	145.2	17.1
Days Absent (so far this year)					
0-7 days	64,556	71.2	153.5	157.2	66.2
8-14 days	18,968	20.9	152.4	155.4	60.5
15-21 days	5,088	5.6	150.9	153.3	53.2
More than 21 days	2,035	2.2	148.8	150.9	41.7

Note "N" is the number of students who took the end-of-grade test in reading

Table 14. 1996-97 End-of-Grade Multiple-Choice Test Results
Characteristics and Average Performance of Grade 6 Students

	N	Percent	Reading Average Scale Score	Mathematics Average Scale Score	Percent at or above Level III Reading and Mathematics
All Students	91,667	100.0	155.6	162.0	60.8
Gender					
Male	46,691	50.9	154.6	161.7	57.1
Female	44,962	49.1	156.7	162.3	64.7
Ethnic Group					
American Indian	1,294	1.4	151.2	157.3	41.1
Asian	1,281	1.4	157.7	167.2	71.5
Black	26,632	29.1	150.4	155.6	36.4
Hispanic	1,718	1.9	152.5	158.3	47.7
Multi-Racial	507	0.6	155.6	161.2	59.2
White	60,046	65.5	158.1	165.0	72.2
Other	158	0.2	154.1	160.5	59.2
Parental Education					
Did not finish high school	10,539	11.7	148.3	154.5	29.1
High school graduate	38,976	43.3	153.3	159.2	51.6
Trade or business school	4,054	4.5	156.1	162.5	65.4
Community college	12,584	14.0	157.4	163.7	69.9
Four year college	18,354	20.4	160.9	168.1	83.1
Graduate school	5,426	6.0	163.8	172.1	89.5
Hours Watching TV (each school day)					
None	3,195	3.5	156.0	162.8	60.6
1 hour	19,681	21.6	156.8	163.4	64.1
2 hours	23,364	25.6	157.2	164.1	68.6
3 hours	20,578	22.5	156.0	162.3	63.5
Between 4 and 5 hours	14,780	16.2	154.5	160.4	56.6
More than 6 hours	9,662	10.6	150.3	156.1	37.6
Hours of Homework (per week)					
None assigned	1,304	1.4	145.5	152.1	21.5
1 hour or less	22,657	24.8	152.2	158.2	45.8
1 to 3 hours	40,833	44.7	156.1	162.2	63.3
More than 3, less than 5 hours	13,906	15.2	158.3	165.4	72.2
Between 5-10 hours	9,453	10.4	160.2	167.7	79.4
More than 10 hours	1,918	2.1	157.9	166.0	70.9
Assigned but not done	1,256	1.4	145.2	151.5	18.1
Days Absent (so far this year)					
0-7 days	60,158	65.8	156.6	163.3	65.3
8-14 days	21,000	23.0	154.9	160.9	57.5
15-21 days	6,735	7.4	152.6	158.2	47.3
More than 21 days	3,551	3.9	149.1	154.6	31.6

Note: "N" is the number of students who took the end-of-grade test in reading.

Table 15. 1996-97 End-of-Grade Multiple-Choice Test Results
Characteristics and Average Performance of Grade 7 Students

	N	Percent	Reading Average Scale Score	Mathematics Average Scale Score	Percent at or above Level III Reading and Mathematics
All Students	89,515	100.0	158.2	167.5	60.5
Gender					
Male	45,670	51.0	157.1	167.2	56.9
Female	43,828	49.0	159.3	167.8	64.2
Ethnic Group					
American Indian	1,318	1.5	153.5	162.2	40.7
Asian	1,327	1.5	159.4	172.0	66.8
Black	25,513	28.5	153.5	160.7	35.7
Hispanic	1,658	1.9	155.2	163.3	45.7
Multi-Racial	499	0.6	158.1	166.4	57.2
White	59,023	66.0	160.4	170.5	71.9
Other	146	0.2	157.4	167.4	61.6
Parental Education					
Did not finish high school	9,148	10.4	151.4	159.4	27.9
High school graduate	37,279	42.5	156.0	164.4	50.3
Trade or business school	3,603	4.1	158.1	167.2	61.2
Community college	12,768	14.5	159.5	168.8	68.7
Four year college	19,081	21.7	162.8	173.6	82.0
Graduate school	5,895	6.7	165.2	177.4	88.4
Hours Watching TV (each school day)					
None	2,623	2.9	158.6	168.4	59.9
1 hour	16,983	19.1	159.5	169.5	66.0
2 hours	22,975	25.8	159.8	169.7	68.5
3 hours	21,064	23.7	158.5	167.7	62.5
Between 4 and 5 hours	15,937	17.9	157.2	165.6	55.9
More than 6 hours	9,458	10.6	153.4	161.4	36.2
Hours of Homework (per week)					
None assigned	1,326	1.5	148.5	156.8	20.2
1 hour or less	21,158	23.7	154.9	163.3	44.0
1 to 3 hours	39,586	44.4	158.5	167.4	61.8
More than 3, less than 5 hours	14,478	16.2	160.9	171.2	74.1
Between 5-10 hours	9,386	10.5	162.8	173.9	81.3
More than 10 hours	1,603	1.8	161.8	173.0	76.4
Assigned but not done	1,584	1.8	150.0	158.5	25.4
Days Absent (so far this year)					
0-7 days	56,093	62.8	159.3	169.1	65.9
8-14 days	20,999	23.5	157.5	166.5	57.3
15-21 days	7,397	8.3	155.7	163.9	47.9
More than 21 days	4,794	5.4	151.7	159.4	30.1

Note: "N" is the number of students who took the end-of-grade test in reading.

Table 16. 1996-97 End-of-Grade Multiple-Choice Test Results
Characteristics and Average Performance of Grade 8 Students

	N	Percent	Reading Average Scale Score	Mathematics Average Scale Score	Percent at or above Level III Reading and Mathematics
All Students	87,317	100.0	160.9	171.1	63.5
Gender					
Male	43,990	50.4	159.8	170.8	60.1
Female	43,309	49.6	162.0	171.5	67.0
Ethnic Group					
American Indian	1,292	1.5	156.8	166.0	45.7
Asian	1,255	1.4	162.1	176.2	71.4
Black	25,329	29.0	156.6	164.3	40.0
Hispanic	1,532	1.8	157.7	167.6	50.4
Multi-Racial	460	0.5	161.4	170.5	64.6
White	57,278	65.6	162.9	174.3	74.5
Other	137	0.2	160.6	170.3	59.1
Parental Education					
Did not finish high school	8,770	10.2	154.0	162.7	30.7
High school graduate	35,361	41.3	158.7	168.0	54.0
Trade or business school	3,510	4.1	160.9	170.7	65.3
Community college	13,604	15.9	162.1	172.3	70.9
Four year college	18,591	21.7	165.3	177.2	83.6
Graduate school	5,817	6.8	167.8	181.5	90.3
Hours Watching TV (each school day)					
None	2,405	2.8	161.5	172.6	62.7
1 hour	16,775	19.3	162.4	173.5	69.6
2 hours	22,316	25.7	162.3	173.3	71.0
3 hours	20,971	24.1	161.1	171.2	65.2
Between 4 and 5 hours	16,060	18.5	159.5	168.7	56.6
More than 6 hours	8,436	9.7	156.7	165.2	42.3
Hours of Homework (per week)					
None assigned	1,414	1.6	152.1	160.6	24.1
1 hour or less	18,423	21.2	157.2	166.3	45.4
1 to 3 hours	37,724	43.4	160.7	170.5	62.9
More than 3, less than 5 hours	15,585	17.9	163.7	175.0	77.3
Between 5-10 hours	10,466	12.0	165.6	178.0	84.8
More than 10 hours	1,737	2.0	165.4	178.7	82.0
Assigned but not done	1,667	1.9	153.8	163.6	33.4
Days Absent (so far this year)					
0-7 days	51,840	59.5	162.3	173.1	70.2
8-14 days	21,171	24.3	160.3	170.1	60.5
15-21 days	8,049	9.2	158.3	167.5	51.1
More than 21 days	5,994	6.9	154.8	163.0	33.7

Note: "N" is the number of students who took the end-of-grade test in reading.

Table 17. 1996-97 End-of-Grade Multiple-Choice Test Results Grades 3-8
Reading Developmental Scale Scores by Hours Spent Watching TV (each school day)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
None	141.9	147.2	152.6	156.0	158.6	161.5
1 hour	144.6	148.9	153.7	156.8	159.5	162.4
2 hours	145.4	149.8	154.3	157.2	159.8	162.3
3 hours	145.1	149.3	153.5	156.0	158.5	161.1
Between 4 and 5 hours	144.4	147.9	152.2	154.5	157.2	159.5
More than 6 hours	140.6	144.0	148.3	150.3	153.4	156.7

Reading Developmental Scale Scores by Parent Education

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
< High School	137.0	141.4	146.3	148.3	151.4	154.0
High School	142.1	146.2	150.9	153.3	156.0	158.7
Trade/Business School	145.1	149.0	153.5	156.1	158.1	160.9
2-Year College	145.8	150.1	154.5	157.4	159.5	162.1
4-Year College	150.1	154.0	158.0	160.9	162.8	165.3
Graduate School	152.9	157.3	161.1	163.8	165.2	167.8

Reading Developmental Scale Scores by Homework Hours (per week)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
None Assigned	137.0	141.2	146.1	145.5	148.5	152.1
1 Hour or Less	143.9	146.9	150.8	152.2	154.9	157.2
1 To 3 Hours	145.3	149.6	153.8	156.1	158.5	160.7
>3 Hours but <5 Hours	145.6	150.3	154.7	158.3	160.9	163.7
Between 5-10 Hours	145.5	150.8	156.0	160.2	162.8	165.6
More Than 10 Hours	142.4	147.4	152.8	157.9	161.8	165.4
Assigned But Not Done	134.7	138.3	142.6	145.2	150.0	153.8

Table 18

1996-97 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	144.1	95,274	56	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			131	65.4
OBJ 2.1: Identify, collect or select information and ideas.			51	70.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			49	60.9
OBJ 2.3: Apply, extend, and expand on information and concepts.			31	64.2
GOAL 3: Use language for critical analysis and evaluation.			37	51.4
MATHEMATICS	142.8	95,534	80	
Math Computation			36	83.1
Math Applications			204	69.8
GOAL 1: Identify and use numbers to 1000 and beyond.			24	72.8
GOAL 2: Understanding and use of geometry.			24	85.5
GOAL 3: Understanding of classification, pattern, and seriation.			24	72.7
GOAL 4: Understand and use standard units of metric and customary measure.			36	67.0
GOAL 5: Use mathematical reasoning and solve problems.			36	58.6
GOAL 6: Understand data collection, display, and interpretation.			24	73.2
GOAL 7: Compute with whole numbers.			72	75.2

	L	M	N
NUMBER OF STUDENTS TAKING FORM	31,958	31,673	31,643

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Table 19

1996-97 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	148.4	91,859	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			156	63.4
OBJ 2.1: Identify, collect or select information and ideas.			70	67.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			55	60.1
OBJ 2.3: Apply, extend, and expand on information and concepts.			31	60.4
GOAL 3: Use language for critical analysis and evaluation.			39	58.9
MATHEMATICS	149.5	92,060	80	
Math Computation			36	76.1
Math Applications			204	65.0
GOAL 1: Identify and use rational numbers.			36	72.6
GOAL 2: Understand and use properties and relationships of geometry.			21	70.2
GOAL 3: Understanding of patterns and relationships			21	58.9
GOAL 4: Understand and use standard units of metric and customary measure.			36	64.3
GOAL 5: Solve problems and reason mathematically.			36	60.1
GOAL 6: Understanding and use of graphing, probability, and statistics.			21	63.3
GOAL 7: Compute with rational numbers.			69	70.4

	I	J	L
NUMBER OF STUDENTS TAKING FORM	30,634	30,682	30,543

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Table 20

1996-97 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	153.0	90,761	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			12	59.1
GOAL 2: Use language for the acquisition, interpretation, and application of information.			137	64.1
OBJ 2.1: Identify, collect or select information and ideas.			60	70.6
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			51	59.4
OBJ 2.3: Apply, extend, and expand on information and concepts.			26	58.4
GOAL 3: Use language for critical analysis and evaluation.			46	60.3
MATHEMATICS	156.4	90,921	80	
Math Computation			36	66.2
Math Applications			204	57.0
GOAL 1: Identify and use rational numbers.			36	62.3
GOAL 2: Understand and use properties and relationships of geometry.			30	63.1
GOAL 3: Understanding of patterns and relationships			24	60.4
GOAL 4: Understand and use standard units of metric and customary measure.			24	45.1
GOAL 5: Solve problems and reason mathematically.			36	52.7
GOAL 6: Understanding and use of graphing, probability, and statistics.			24	55.6
GOAL 7: Compute with rational numbers.			66	62.2

	I	J	L
NUMBER OF STUDENTS TAKING FORM	30,319	30,237	30,205

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Table 21

1996-97 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	155.6	91,661	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			12	57.3
GOAL 2: Use language for the acquisition, interpretation, and application of information.			148	65.0
OBJ 2.1: Identify, collect or select information and ideas.			52	68.8
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			75	62.8
OBJ 2.3: Apply, extend, and expand on information and concepts.			21	63.9
GOAL 3: Use language for critical analysis and evaluation.			35	59.6
MATHEMATICS	162.0	91,713	80	
Math Computation			36	54.3
Math Applications			204	52.4
GOAL 1: Understand and use rational numbers.			27	54.6
GOAL 2: Understand and use of properties and relationships of geometry.			27	58.6
GOAL 3: Understanding of patterns, relationships, and pre-algebra.			24	56.5
GOAL 4: Understanding and use of measurement.			24	46.0
GOAL 5: Solve problems and reason mathematically.			36	47.8
GOAL 6: Understanding and use of graphing, probability, and statistics.			36	49.8
GOAL 7: Compute with rational numbers.			66	54.9

	L	O	P
NUMBER OF STUDENTS TAKING FORM	30,654	30,593	30,414

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Table 22

1996-97 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	158.2	89,515	66	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			17	64.1
GOAL 2: Use language for the acquisition, interpretation, and application of information.			161	64.2
OBJ 2.1: Identify, collect or select information and ideas.			57	69.2
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			97	61.3
OBJ 2.3: Apply, extend, and expand on information and concepts.			7	63.2
GOAL 3: Use language for critical analysis and evaluation.			20	65.3
MATHEMATICS	167.5	89,526	80	
Math Computation			24	52.9
Math Applications			215	52.0
GOAL 1: Understanding and use of real numbers.			23	62.8
GOAL 2: Understand and use properties and relationships of geometry.			24	51.6
GOAL 3: Understanding of pre-algebra.			36	60.6
GOAL 4: Understanding and use of measurement.			30	48.8
GOAL 5: Solve problems and reason mathematically.			42	48.8
GOAL 6: Understanding and use of probability and statistics.			24	43.7
GOAL 7: Compute with real numbers.			60	50.5

	L	O	P
NUMBER OF STUDENTS TAKING FORM	29,955	29,729	29,831

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Table 23

1996-97 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	160.9	87,307	68	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			18	59.0
GOAL 2: Use language for the acquisition, interpretation, and application of information.			153	65.3
OBJ 2.1: Identify, collect or select information and ideas.			47	66.8
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			87	64.4
OBJ 2.3: Apply, extend, and expand on information and concepts.			19	65.9
GOAL 3: Use language for critical analysis and evaluation.			33	64.0
MATHEMATICS	171.1	87,371	80	
Math Computation			24	46.2
Math Applications			216	51.7
GOAL 1: Understanding and use of real numbers.			33	55.4
GOAL 2: Understand and use of properties and relationships of geometry.			24	49.1
GOAL 3: Understanding of pre-algebra.			42	50.5
GOAL 4: Understanding and use of measurement.			24	43.7
GOAL 5: Solve problems and reason mathematically.			36	48.5
GOAL 6: Understanding and use of probability and statistics.			30	51.8
GOAL 7: Compute with real numbers.			51	54.7

	M	O	P
NUMBER OF STUDENTS TAKING FORM	29,122	29,170	28,997

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*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Table 24. 1996-97 End-of-Grade Grade 3 Reading Frequency Report

Number of Students with Valid Scores*	95,274
Mean	144.1
Standard Deviation	9.8

High Score	171
Low Score	116

Achievement Level Ranges	
Level I	115-130
Level II	131-140
Level III	141-150
Level IV	151-172

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
171	21	95274	0.02	100.00
170	50	95253	0.05	99.98
168	93	95203	0.10	99.93
166	191	95110	0.20	99.83
165	182	94919	0.19	99.63
164	408	94737	0.43	99.44
163	340	94329	0.36	99.01
162	780	93989	0.82	98.65
161	465	93209	0.49	97.83
160	1748	92744	1.83	97.34
159	720	90996	0.76	95.51
158	1553	90276	1.63	94.75
157	2704	88723	2.84	93.12
156	1797	86019	1.89	90.29
155	3054	84222	3.21	88.40
154	3203	81168	3.36	85.19
153	3165	77965	3.32	81.83
152	3233	74800	3.39	78.51
151	3246	71567	3.41	75.12
150	4108	68321	4.31	71.71
149	3092	64213	3.25	67.40
148	4999	61121	5.25	64.15
147	3776	56122	3.96	58.91
146	2858	52346	3.00	54.94
145	3530	49488	3.71	51.94
144	4240	45958	4.45	48.24
143	3126	41718	3.28	43.79
142	3029	38592	3.18	40.51
141	3043	35563	3.19	37.33
140	2840	32520	2.98	34.13
139	2616	29680	2.75	31.15
138	2621	27064	2.75	28.41
137	3050	24443	3.20	25.66
136	1867	21393	1.96	22.45
135	1894	19526	1.99	20.49
134	1801	17632	1.89	18.51
133	1808	15831	1.90	16.62
132	1804	14023	1.89	14.72
131	1762	12219	1.85	12.83
130	1708	10457	1.79	10.98
129	1094	8749	1.15	9.18
128	1624	7655	1.70	8.03
127	1408	6031	1.48	6.33
126	1237	4623	1.30	4.85
125	757	3386	0.79	3.55
124	867	2629	0.91	2.76
123	777	1762	0.82	1.85
122	402	985	0.42	1.03
121	316	583	0.33	0.61
<121	267	267	0.28	0.28

*Students with valid scores are those students who attempted at least one item on the test.

Table 25. 1996-97 End-of-Grade Grade 3 Mathematics Frequency Report

Number of Students with Valid Scores*	95,534
Mean	142.8
Standard Deviation	11.3

High Score	171
Low Score	98

Achievement Level Ranges

Level I	98-124
Level II	125-137
Level III	138-149
Level IV	150-171

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
171	27	95534	0.03	100.00
170	59	95507	0.06	99.97
169	67	95448	0.07	99.91
168	131	95381	0.14	99.84
167	201	95250	0.21	99.70
166	208	95049	0.22	99.49
165	228	94841	0.24	99.27
164	383	94613	0.40	99.04
163	783	94230	0.82	98.64
162	588	93447	0.62	97.82
161	1099	92859	1.15	97.20
160	793	91760	0.83	96.05
159	1414	90967	1.48	95.22
158	2518	89553	2.64	93.74
157	1055	87035	1.10	91.10
156	1772	85980	1.85	90.00
155	2946	84208	3.08	88.14
154	3015	81262	3.16	85.06
153	2987	78247	3.13	81.90
152	3006	75260	3.15	78.78
151	3027	72254	3.17	75.63
150	3004	69227	3.14	72.46
149	2919	66223	3.06	69.32
148	2825	63304	2.96	66.26
147	4380	60479	4.58	63.31
146	2568	56099	2.69	58.72
145	4012	53531	4.20	56.03
144	3117	49519	3.26	51.83
143	2306	46402	2.41	48.57
142	4317	44096	4.52	46.16
141	2048	39779	2.14	41.64
140	3893	37731	4.07	39.49
139	1876	33838	1.96	35.42
138	3526	31962	3.69	33.46
137	1741	28436	1.82	29.77
136	3272	26695	3.42	27.94
135	1531	23423	1.60	24.52
134	2468	21892	2.58	22.92
133	1857	19424	1.94	20.33
132	2230	17567	2.33	18.39
131	1202	15337	1.26	16.05
130	1533	14135	1.60	14.80
129	1823	12602	1.91	13.19
128	990	10779	1.04	11.28
127	1222	9789	1.28	10.25
126	914	8567	0.96	8.97
125	1177	7653	1.23	8.01
124	727	6476	0.76	6.78
123	950	5749	0.99	6.02
122	632	4799	0.66	5.02
121	595	4167	0.62	4.36
120	549	3572	0.57	3.74
119	497	3023	0.52	3.16
118	414	2526	0.43	2.64
117	420	2112	0.44	2.21
116	304	1692	0.32	1.77
<116	1388	1388	1.45	1.45

*Students with valid scores are those students who attempted at least one item on the test.

Table 26. 1996-97 End-of-Grade Grade 4 Reading Frequency Report

Number of Students with Valid Scores*	91,859
Mean	148.4
Standard Deviation	9.6

High Score	174
Low Score	119
Achievement Level Ranges	
Level I	119-134
Level II	135-144
Level III	145-155
Level IV	156-174

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
174	61	91859	0.07	100.00
173	18	91798	0.02	99.93
171	287	91780	0.31	99.91
169	419	91493	0.46	99.60
168	195	91074	0.21	99.15
167	615	90879	0.67	98.93
166	289	90264	0.31	98.26
165	1295	89975	1.41	97.95
164	1026	88680	1.12	96.54
163	555	87654	0.60	95.42
162	1898	87099	2.07	94.82
161	2080	85201	2.26	92.75
160	2320	83121	2.53	90.49
159	2412	80801	2.63	87.96
158	2524	78389	2.75	85.34
157	3326	75865	3.62	82.59
156	3459	72539	3.77	78.97
155	3428	69080	3.73	75.20
154	4057	65652	4.42	71.47
153	4141	61595	4.51	67.05
152	2448	57454	2.66	62.55
151	4786	55006	5.21	59.88
150	4496	50220	4.89	54.67
149	2181	45724	2.37	49.78
148	4234	43543	4.61	47.40
147	4090	39309	4.45	42.79
146	2480	35219	2.70	38.34
145	3091	32739	3.36	35.64
144	2885	29648	3.14	32.28
143	2696	26763	2.93	29.13
142	2090	24067	2.28	26.20
141	2016	21977	2.19	23.92
140	2504	19961	2.73	21.73
139	1532	17457	1.67	19.00
138	1991	15925	2.17	17.34
137	1945	13934	2.12	15.17
136	1446	11989	1.57	13.05
135	1487	10543	1.62	11.48
134	1356	9056	1.48	9.86
133	1358	7700	1.48	8.38
132	1326	6342	1.44	6.90
131	1098	5016	1.20	5.46
130	1007	3918	1.10	4.27
129	869	2911	0.95	3.17
128	674	2042	0.73	2.22
127	623	1368	0.68	1.49
126	358	745	0.39	0.81
<126	387	387	0.42	0.42

*Students with valid scores are those students who attempted at least one item on the test.

Table 27. 1996-97 End-of-Grade Grade 4 Mathematics Frequency Report

Number of Students with Valid Scores*	92,060	High Score	177
		Low Score	111
Mean	149.5	Achievement Level Ranges	
		Level I	111-131
		Level II	132-142
Standard Deviation	10.8	Level III	143-155
		Level IV	156-178

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
177	66	92060	0.07	100.00
176	25	91994	0.03	99.93
174	217	91969	0.24	99.90
173	108	91752	0.12	99.67
172	380	91644	0.41	99.55
171	217	91264	0.24	99.14
170	579	91047	0.63	98.90
169	320	90468	0.35	98.27
168	803	90148	0.87	97.92
167	1489	89345	1.62	97.05
166	1026	87856	1.11	95.43
165	561	86830	0.61	94.32
164	1761	86269	1.91	93.71
163	2095	84508	2.28	91.80
162	2237	82413	2.43	89.52
161	2206	80176	2.40	87.09
160	3110	77970	3.38	84.69
159	2997	74860	3.26	81.32
158	3206	71863	3.48	78.06
157	2285	68657	2.48	74.58
156	4423	66372	4.80	72.10
155	2192	61949	2.38	67.29
154	4228	59757	4.59	64.91
153	2737	55529	2.97	60.32
152	3350	52792	3.64	57.35
151	2622	49442	2.85	53.71
150	3907	46820	4.24	50.86
149	3031	42913	3.29	46.61
148	2447	39882	2.66	43.32
147	2991	37435	3.25	40.66
146	3392	34444	3.68	37.41
145	2322	31052	2.52	33.73
144	2738	28730	2.97	31.21
143	2575	25992	2.80	28.23
142	2048	23417	2.22	25.44
141	2423	21369	2.63	23.21
140	1851	18946	2.01	20.58
139	1401	17095	1.52	18.57
138	2182	15694	2.37	17.05
137	1653	13512	1.80	14.68
136	1174	11859	1.28	12.88
135	1152	10685	1.25	11.61
134	1782	9533	1.94	10.36
133	995	7751	1.08	8.42
132	889	6756	0.97	7.34
131	1081	5867	1.17	6.37
130	773	4786	0.84	5.20
129	687	4013	0.75	4.36
128	658	3326	0.71	3.61
127	520	2668	0.56	2.90
126	426	2148	0.46	2.33
125	421	1722	0.46	1.87
124	340	1301	0.37	1.41
123	353	961	0.38	1.04
122	182	608	0.20	0.66
121	166	426	0.18	0.46
<121	260	260	0.28	0.28

*Students with valid scores are those students who attempted at least one item on the test.

Table 28. 1996-97 End-of-Grade Grade 5 Reading Frequency Report

Number of Students with Valid Scores*	90,761	High Score	179
		Low Score	125
Mean	153.0	Achievement Level Ranges	
		Level I	124-138
Standard Deviation	8.9	Level II	139-148
		Level III	149-158
		Level IV	159-178

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
179	2	90761	0.00	100.00
178	12	90759	0.01	100.00
176	16	90747	0.02	99.98
175	68	90731	0.07	99.97
174	45	90663	0.05	99.89
173	239	90618	0.26	99.84
172	144	90379	0.16	99.58
171	384	90235	0.42	99.42
170	492	89851	0.54	99.00
169	366	89359	0.40	98.46
168	1260	88993	1.39	98.05
167	1630	87733	1.80	96.66
166	1275	86103	1.40	94.87
165	1328	84828	1.46	93.46
164	2310	83500	2.55	92.00
163	2495	81190	2.75	89.45
162	4324	78695	4.76	86.71
161	2770	74371	3.05	81.94
160	3912	71601	4.31	78.89
159	3608	67689	3.98	74.58
158	3704	64081	4.08	70.60
157	4463	60377	4.92	66.52
156	4300	55914	4.74	61.61
155	4061	51614	4.47	56.87
154	4066	47553	4.48	52.39
153	3055	43487	3.37	47.91
152	4361	40432	4.80	44.55
151	3341	36071	3.68	39.74
150	3286	32730	3.62	36.06
149	2976	29444	3.28	32.44
148	3493	26468	3.85	29.16
147	1684	22975	1.86	25.31
146	2581	21291	2.84	23.46
145	1932	18710	2.13	20.61
144	2515	16778	2.77	18.49
143	1427	14263	1.57	15.71
142	1742	12836	1.92	14.14
141	1295	11094	1.43	12.22
140	1700	9799	1.87	10.80
139	1254	8099	1.38	8.92
138	1157	6845	1.27	7.54
137	1074	5688	1.18	6.27
136	998	4614	1.10	5.08
135	850	3616	0.94	3.98
134	960	2766	1.06	3.05
133	663	1806	0.73	1.99
132	395	1143	0.44	1.26
131	494	748	0.54	0.82
130	135	254	0.15	0.28
<130	119	119	0.13	0.13

*Students with valid scores are those students who attempted at least one item on the test.

Table 29. 1996-97 End-of-Grade Grade 5 Mathematics Frequency Report

Number of Students with Valid Scores*	90,921	High Score	185
		Low Score	123
Mean	156.4	Achievement Level Ranges	
		Level I	117-140
Standard Deviation	10.4	Level II	141-149
		Level III	150-160
		Level IV	161-185

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
185	36	90921	0.04	100.00
184	72	90885	0.08	99.96
183	89	90813	0.10	99.88
182	212	90724	0.23	99.78
181	82	90512	0.09	99.55
180	310	90430	0.34	99.46
179	311	90120	0.34	99.12
178	361	89809	0.40	98.78
177	671	89448	0.74	98.38
176	516	88777	0.57	97.64
175	863	88261	0.95	97.07
174	609	87398	0.67	96.13
173	1041	86789	1.14	95.46
172	1542	85748	1.70	94.31
171	1595	84206	1.75	92.61
170	1762	82611	1.94	90.86
169	1319	80849	1.45	88.92
168	2360	79530	2.60	87.47
167	1894	77170	2.08	84.88
166	2580	75276	2.84	82.79
165	3173	72696	3.49	79.96
164	2240	69523	2.46	76.47
163	2745	67283	3.02	74.00
162	3499	64538	3.85	70.98
161	3621	61039	3.98	67.13
160	2476	57418	2.72	63.15
159	3150	54942	3.46	60.43
158	3840	51792	4.22	56.96
157	3821	47952	4.20	52.74
156	1898	44131	2.09	48.54
155	4049	42233	4.45	46.45
154	3983	38184	4.38	42.00
153	1956	34201	2.15	37.62
152	3971	32245	4.37	35.46
151	1947	28274	2.14	31.10
150	1848	26327	2.03	28.96
149	3818	24479	4.20	26.92
148	1830	20661	2.01	22.72
147	1854	18831	2.04	20.71
146	1711	16977	1.88	18.67
145	2202	15266	2.42	16.79
144	1993	13064	2.19	14.37
143	1967	11071	2.16	12.18
142	1334	9104	1.47	10.01
141	1296	7770	1.43	8.55
140	1189	6474	1.31	7.12
139	1073	5285	1.18	5.81
138	903	4212	0.99	4.63
137	798	3309	0.88	3.64
136	668	2511	0.73	2.76
135	538	1843	0.59	2.03
134	416	1305	0.46	1.44
133	297	889	0.33	0.98
132	277	592	0.30	0.65
131	143	315	0.16	0.35
<131	172	172	0.19	0.19

*Students with valid scores are those students who attempted at least one item on the test.

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Table 30. 1996-97 End-of-Grade Grade 6 Reading Frequency Report

Number of Students with Valid Scores*	91,661	High Score	183
		Low Score	124
Mean	155.6	Achievement level Ranges	
		Level I	124-140
Standard Deviation	9.9	Level II	141-151
		Level III	152-161
		Level IV	162-183

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
183	14	91661	0.02	100.00
180	79	91647	0.09	99.98
179	40	91568	0.04	99.90
178	137	91528	0.15	99.85
177	101	91391	0.11	99.71
176	360	91290	0.39	99.60
175	227	90930	0.25	99.20
174	654	90703	0.71	98.95
173	780	90049	0.85	98.24
172	902	89269	0.98	97.39
171	519	88367	0.57	96.41
170	1748	87848	1.91	95.84
169	2190	86100	2.39	93.93
168	2365	83910	2.58	91.54
167	2473	81545	2.70	88.96
166	2700	79072	2.95	86.27
165	2797	76372	3.05	83.32
164	2831	73575	3.09	80.27
163	3627	70744	3.96	77.18
162	2721	67117	2.97	73.22
161	3466	64396	3.78	70.25
160	4453	60930	4.86	66.47
159	3316	56477	3.62	61.62
158	4037	53161	4.40	58.00
157	4004	49124	4.37	53.59
156	2998	45120	3.27	49.22
155	2801	42122	3.06	45.95
154	4101	39321	4.47	42.90
153	3158	35220	3.45	38.42
152	1866	32062	2.04	34.98
151	3667	30196	4.00	32.94
150	2208	26529	2.41	28.94
149	2278	24321	2.49	26.53
148	2673	22043	2.92	24.05
147	1999	19370	2.18	21.13
146	1504	17371	1.64	18.95
145	1451	15867	1.58	17.31
144	1931	14416	2.11	15.73
143	1414	12485	1.54	13.62
142	1333	11071	1.45	12.08
141	1766	9738	1.93	10.62
140	1660	7972	1.81	8.70
139	1157	6312	1.26	6.89
138	1080	5155	1.18	5.62
137	904	4075	0.99	4.45
136	765	3171	0.83	3.46
135	667	2406	0.73	2.62
134	572	1739	0.62	1.90
133	498	1167	0.54	1.27
<133	669	669	0.73	0.73

*Students with valid scores are those students who attempted at least one item on the test.

Table 31. 1996-97 End-of-Grade Grade 6 Mathematics Frequency Report

Number of Students with Valid Scores*	91,713	High Score	196
		Low Score	130
Mean	162.0	Achievement Level Ranges	
		Level I	130-145
Standard Deviation	11.1	Level II	146-154
		Level III	155-167
		Level IV	168-196

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
196	9	91713	0.01	100.00
195	22	91704	0.02	99.99
193	52	91682	0.06	99.97
192	17	91630	0.02	99.91
191	108	91613	0.12	99.89
190	107	91505	0.12	99.77
189	70	91398	0.08	99.66
188	271	91328	0.30	99.58
187	349	91057	0.38	99.28
186	313	90708	0.34	98.90
185	348	90395	0.38	98.56
184	571	90047	0.62	98.18
183	648	89476	0.71	97.56
182	715	88828	0.78	96.85
181	820	88113	0.89	96.07
180	1172	87293	1.28	95.18
179	951	86121	1.04	93.90
178	1734	85170	1.89	92.87
177	1480	83436	1.61	90.98
176	1879	81956	2.05	89.36
175	1190	80077	1.30	87.31
174	2655	78887	2.89	86.02
173	1371	76232	1.49	83.12
172	2755	74861	3.00	81.63
171	2428	72106	2.65	78.62
170	1996	69678	2.18	75.97
169	2543	67682	2.77	73.80
168	2892	65139	3.15	71.02
167	2744	62247	2.99	67.87
166	2824	59503	3.08	64.88
165	2986	56679	3.26	61.80
164	3166	53693	3.45	58.54
163	2648	50527	2.89	55.09
162	3242	47879	3.53	52.21
161	2148	44637	2.34	48.67
160	4199	42489	4.58	46.33
159	2016	38290	2.20	41.75
158	2138	36274	2.33	39.55
157	3686	34136	4.02	37.22
156	2978	30450	3.25	33.20
155	2251	27472	2.45	29.95
154	2309	25221	2.52	27.50
153	2309	22912	2.52	24.98
152	2315	20603	2.52	22.46
151	2274	18288	2.48	19.94
150	2176	16014	2.37	17.46
149	2123	13838	2.31	15.09
148	2023	11715	2.21	12.77
147	1864	9692	2.03	10.57
146	1673	7828	1.82	8.54
145	1483	6155	1.62	6.71
144	1230	4672	1.34	5.09
143	972	3442	1.06	3.75
142	723	2470	0.79	2.69
141	755	1747	0.82	1.90
140	353	992	0.38	1.08
<140	639	639	0.70	0.70

*Students with valid scores are those students who attempted at least one item on the test.

Table 32. 1996-97 End-of-Grade Grade 7 Reading Frequency Report

Number of Students with Valid Scores*	89,515
Mean	158.2
Standard Deviation	9.0

High Score	183
Low Score	126
Achievement	Level Ranges
Level I	126-144
Level II	145-154
Level III	155-163
Level IV	164-183

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
183	11	89515	0.01	100.00
182	16	89504	0.02	99.99
181	67	89488	0.07	99.97
180	49	89421	0.05	99.89
179	82	89372	0.09	99.84
178	86	89290	0.10	99.75
177	262	89204	0.29	99.65
176	433	88942	0.48	99.36
175	560	88509	0.63	98.88
174	787	87949	0.88	98.25
173	889	87162	0.99	97.37
172	1023	86273	1.14	96.38
171	1897	85250	2.12	95.24
170	2191	83353	2.45	93.12
169	2382	81162	2.66	90.67
168	2581	78780	2.88	88.01
167	3546	76199	3.96	85.12
166	2741	72653	3.06	81.16
165	2875	69912	3.21	78.10
164	5596	67037	6.25	74.89
163	2822	61441	3.15	68.64
162	3617	58619	4.04	65.49
161	5362	55002	5.99	61.44
160	2530	49640	2.83	55.45
159	4897	47110	5.47	52.63
158	3053	42213	3.41	47.16
157	4367	39160	4.88	43.75
156	2717	34793	3.04	38.87
155	3261	32076	3.64	35.83
154	3051	28815	3.41	32.19
153	2992	25764	3.34	28.78
152	2859	22772	3.19	25.44
151	2073	19913	2.32	22.25
150	2037	17840	2.28	19.93
149	1990	15803	2.22	17.65
148	1825	13813	2.04	15.43
147	1328	11988	1.48	13.39
146	1598	10660	1.79	11.91
145	1582	9062	1.77	10.12
144	1112	7480	1.24	8.36
143	1046	6368	1.17	7.11
142	966	5322	1.08	5.95
141	879	4356	0.98	4.87
140	735	3477	0.82	3.88
139	632	2742	0.71	3.06
138	640	2110	0.71	2.36
137	618	1470	0.69	1.64
136	385	852	0.43	0.95
<136	467	467	0.52	0.52

*Students with valid scores are those students who attempted at least one item on the test.

Table 33. 1996-97 End-of-Grade Grade 7 Mathematics Frequency Report

Number of Students with Valid Scores*	89,526	High Score	203
		Low Score	134
Mean	167.5	Achievement Level Ranges	
		Level I	134-151
Standard Deviation	11.4	Level II	152-160
		Level III	161-172
		Level IV	173-203

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
203	7	89526	0.01	100.00
201	34	89519	0.04	99.99
199	63	89485	0.07	99.95
198	71	89422	0.08	99.88
197	144	89351	0.16	99.80
196	60	89207	0.07	99.64
195	282	89147	0.31	99.58
194	119	88865	0.13	99.26
193	272	88746	0.30	99.13
192	474	88474	0.53	98.82
191	363	88000	0.41	98.30
190	608	87637	0.68	97.89
189	640	87029	0.71	97.21
188	713	86389	0.80	96.50
187	975	85676	1.09	95.70
186	860	84701	0.96	94.61
185	1240	83841	1.39	93.65
184	1229	82601	1.37	92.26
183	1339	81372	1.50	90.89
182	1414	80033	1.58	89.40
181	1445	78619	1.61	87.82
180	1870	77174	2.09	86.20
179	2090	75304	2.33	84.11
178	2153	73214	2.40	81.78
177	2185	71061	2.44	79.37
176	1768	68876	1.97	76.93
175	2829	67108	3.16	74.96
174	1929	64279	2.15	71.80
173	3224	62350	3.60	69.64
172	2263	59126	2.53	66.04
171	2819	56863	3.15	63.52
170	3624	54044	4.05	60.37
169	1884	50420	2.10	56.32
168	3796	48536	4.24	54.21
167	1960	44740	2.19	49.97
166	2671	42780	2.98	47.79
165	3556	40109	3.97	44.80
164	2166	36553	2.42	40.83
163	2932	34387	3.28	38.41
162	2240	31455	2.50	35.14
161	3100	29215	3.46	32.63
160	2971	26115	3.32	29.17
159	2327	23144	2.60	25.85
158	2234	20817	2.50	23.25
157	1426	18583	1.59	20.76
156	2145	17157	2.40	19.16
155	2129	15012	2.38	16.77
154	2056	12883	2.30	14.39
153	1941	10827	2.17	12.09
152	1230	8886	1.37	9.93
151	1082	7656	1.21	8.55
150	1457	6574	1.63	7.34
149	1246	5117	1.39	5.72
148	1285	3871	1.44	4.32
147	781	2586	0.87	2.89
<147	1805	1805	2.02	2.02

*Students with valid scores are those students who attempted at least one item on the test.

Table 34. 1996-97 End-of-Grade Grade 8 Reading Frequency Report

Number of Students with Valid Scores *	87,307	High Score	187
		Low Score	132
Mean	160.9	Achievement Level Ranges	
		Level I	132-144
		Level II	145-155
Standard Deviation	8.7	Level III	156-165
		Level IV	166-187

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
187	2	87307	0.00	100.00
186	4	87305	0.00	100.00
185	12	87301	0.01	99.99
184	16	87289	0.02	99.98
183	12	87273	0.01	99.96
182	145	87261	0.17	99.95
180	300	87116	0.34	99.78
178	621	86816	0.71	99.44
177	638	86195	0.73	98.73
176	353	85557	0.40	98.00
175	1347	85204	1.54	97.59
174	1110	83857	1.27	96.05
173	1968	82747	2.25	94.78
172	2348	80779	2.69	92.52
171	2541	78431	2.91	89.83
170	2664	75890	3.05	86.92
169	2802	73226	3.21	83.87
168	3772	70424	4.32	80.66
167	3825	66652	4.38	76.34
166	2926	62827	3.35	71.96
165	4671	59901	5.35	68.61
164	4428	55230	5.07	63.26
163	4426	50802	5.07	58.19
162	3423	46376	3.92	53.12
161	4677	42953	5.36	49.20
160	3689	38276	4.23	43.84
159	3369	34587	3.86	39.62
158	3145	31218	3.60	35.76
157	2927	28073	3.35	32.15
156	3293	25146	3.77	28.80
155	2974	21853	3.41	25.03
154	1838	18879	2.11	21.62
153	2201	17041	2.52	19.52
152	1528	14840	1.75	17.00
151	1465	13312	1.68	15.25
150	1850	11847	2.12	13.57
149	1278	9997	1.46	11.45
148	979	8719	1.12	9.99
147	1212	7740	1.39	8.87
146	911	6528	1.04	7.48
145	1235	5617	1.41	6.43
144	1053	4382	1.21	5.02
143	752	3329	0.86	3.81
142	626	2577	0.72	2.95
141	704	1951	0.81	2.23
140	589	1247	0.67	1.43
<140	658	658	0.75	0.75

*Students with valid scores are those students who attempted at least one item on the test.

Table 35. 1996-97 End-of-Grade Grade 8 Mathematics Frequency Report

Number of Students with Valid Scores*	87,371	High Score	208
		Low Score	138
Mean	171.1	Achievement Level Ranges	
		Level I	137-154
		Level II	155-164
Standard Deviation	11.8	Level III	165-177
		Level IV	178-208

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
208	15	87371	0.02	100.00
207	20	87356	0.02	99.98
206	24	87336	0.03	99.96
205	27	87312	0.03	99.93
204	54	87285	0.06	99.90
203	72	87231	0.08	99.84
202	59	87159	0.07	99.76
201	206	87100	0.24	99.69
199	267	86894	0.31	99.45
198	323	86627	0.37	99.15
197	261	86304	0.30	98.78
196	418	86043	0.48	98.48
195	507	85625	0.58	98.00
194	551	85118	0.63	97.42
193	587	84567	0.67	96.79
192	658	83980	0.75	96.12
191	653	83322	0.75	95.37
190	701	82669	0.80	94.62
189	1338	81968	1.53	93.82
188	1171	80630	1.34	92.28
187	915	79459	1.05	90.94
186	1943	78544	2.22	89.90
185	1421	76601	1.63	87.67
184	1138	75180	1.30	86.05
183	2425	74042	2.78	84.74
182	1727	71617	1.98	81.97
181	2250	69890	2.58	79.99
180	1841	67640	2.11	77.42
179	3072	65799	3.52	75.31
178	2014	62727	2.31	71.79
177	2733	60713	3.13	69.49
176	2296	57980	2.63	66.36
175	2300	55684	2.63	63.73
174	3587	53384	4.11	61.10
173	1911	49797	2.19	56.99
172	3212	47886	3.68	54.81
171	2752	44674	3.15	51.13
170	2747	41922	3.14	47.98
169	2048	39175	2.34	44.84
168	2850	37127	3.26	42.49
167	2823	34277	3.23	39.23
166	2159	31454	2.47	36.00
165	2151	29295	2.46	33.53
164	2241	27144	2.56	31.07
163	2277	24903	2.61	28.50
162	2256	22626	2.58	25.90
161	2251	20370	2.58	23.31
160	2216	18119	2.54	20.74
159	2073	15903	2.37	18.20
158	696	13830	0.80	15.83
157	2025	13134	2.32	15.03
156	1983	11109	2.27	12.71
155	1311	9126	1.50	10.45
154	1728	7815	1.98	8.94
153	1466	6087	1.68	6.97
152	1276	4621	1.46	5.29
151	1052	3345	1.20	3.83
150	720	2293	0.82	2.62
<150	1573	1573	1.80	1.80

*Students with valid scores are those students who attempted at least one item on the test.

Table 36. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 3 Reading Mean Scale Scores*
By LEA

State		1997 LEA Performance
	149.9	Chapel Hill
	149.7	
	149.5	
	149.3	
	149.1	Transylvania
	...	
	147.5	Watauga
	147.3	
	147.1	
	146.9	Wake
	146.7	Buncombe, Elkin, Mitchell
	146.5	Haywood, Macon
	146.3	Clay, Henderson, Mount Airy
	146.1	Avery, Burke, Madison, Pamlico, Swain, Yancey
	145.9	Cabarrus, Craven, Jackson, Johnston
	145.7	Orange, Newton-Conover, Stanly
	145.5	Ashe, Asheboro, Dare, Davie, New Hanover, Onslow
	145.3	Davidson, Granville, Mooresville, Polk, Union, Yadkin
	145.1	
	144.9	Camden, Cherokee, Currituck, Forsyth, Surry
	144.7	Alleghany
	144.5	Alexander, Catawba, Chatham, Kannapolis, Pender
	144.3	Guilford, Kings Mountain, Nash/Rocky Mount
1997 State	144.1	Caldwell, Carteret, Cumberland, Lenoir, Wilkes
1996 State	143.9	Graham, Moore, Rutherford
	143.7	Clinton, Gates, Lincoln, McDowell, Mecklenburg, Person, Sampson
1995 State	143.5	Jones, Roanoke Rapids, Wayne
	143.3	Cleveland, Iredell-Statesville, Lee, Randolph, Richmond
	143.1	Beaufort, Brunswick, Halifax, Rockingham, Whiteville
1994 State	142.9	Alamance, Asheville, Harnett, Pitt, Rowan, Stokes, Wilson
1993 State	142.7	Durham, Gaston
	142.5	Hickory, Thomasville
	142.3	
	142.1	Franklin, Greene, Montgomery, Shelby, Tyrrell, Warren
	141.9	Caswell, Lexington, Perquimans
	141.7	Columbus, Duplin
	141.5	Hyde, Pasquotank
	141.3	Chowan, Hoke
	141.1	Washington
	140.9	Bladen
	140.7	
	140.5	
	140.3	Northampton
	140.1	Anson, Martin, Scotland
	139.9	
	139.7	
	139.5	Hertford, Robeson, Vance
	139.3	
	139.1	Weldon
	138.9	Edgecombe
	138.7	
	138.5	
	138.3	
	...	
	137.7	Bertie

*Scale scores are rounded up to the nearest two-tenths of a point.

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Table 37. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 3 Mathematics Mean Scale Scores*
By LEA

State		1997 LEA Performance
	149.7	Transylvania
	...	
	148.9	Chapel Hill, Swain
	148.7	
	148.5	
	148.3	
	148.1	
	147.9	Madison
	147.7	
	147.5	
	147.3	
	147.1	Mount Airy
	146.9	Macon
	146.7	
	146.5	Elkin
	146.3	
	146.1	Clay
	145.9	Jackson, Watauga
	145.7	Kings Mountain, Mitchell
	145.5	Avery, Buncombe, Cabarrus
	145.3	Newton-Conover, Wake
	145.1	Ashe, Davie, Haywood, Johnston
	144.9	Dare, Henderson, Polk, Stanly, Yadkin
	144.7	Surry
	144.5	Alleghany, Burke, Currituck, Onslow, Yancey
	144.3	Cleveland, Davidson, Granville, New Hanover
	144.1	Craven, Pamlico, Pender, Union
	143.9	Mooresville, Orange, Person
	143.7	Guilford, Lenoir, Rutherford
	143.5	McDowell, Wilkes
	143.3	Beaufort, Chatham, Kannapolis
	143.1	Asheboro, Brunswick, Caldwell, Forsyth, Nash-Rocky Mount, Roanoke Rapids
1997 State	142.9	Carteret, Cherokee, Clinton, Cumberland, Richmond
	142.7	Camden, Lincoln, Sampson, Shelby
	142.5	Catawba, Moore, Whiteville
	142.3	Thomasville, Wayne
	142.1	Alexander, Graham, Jones, Montgomery, Wilson
1996 State	141.9	Halifax, Pitt, Rockingham
	141.7	Alamance, Gates, Mecklenburg, Randolph, Stokes, Tyrrell
	141.5	Iredell-Statesville
1995 State	141.3	Columbus, Hickory, Lee, Rowan
	141.1	Franklin, Harnett
	140.9	Warren
	140.7	Gaston, Lexington, Pasquotank
	140.5	Duplin, Greene
	140.3	
1994 State	140.1	Asheville, Caswell, Durham
1993 State	139.9	Perquimans
	139.7	Hoke
	139.5	
	139.3	Martin, Northampton
	139.1	
	138.9	Bladen, Hyde
	138.7	
	138.5	Chowan
	138.3	
	138.1	
	137.9	Anson, Washington
	137.7	Scotland, Weldon
	137.5	
	137.3	Robeson
	...	
	136.7	Vance
	136.5	
	136.3	Hertford
	...	
	135.7	Edgecombe
	135.5	Bertie

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 38. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 4 Reading Mean Scale Scores*
By LEA

State		1997 LEA Performance
	154.1	Chapel Hill
	...	
	152.5	Watauga
	152.3	
	152.1	Clay
	151.9	Polk, Transylvania
	151.7	Wake
	151.5	Elkin
	151.3	Yancey
	151.1	
	150.9	Buncombe
	150.7	Avery, Craven, Dare
	150.5	
	150.3	Henderson, Johnston, Macon
	150.1	Alleghany, Burke, Cabarrus, New Hanover, Surry, Union
	149.9	Jackson, Mitchell, Pamlico
	149.7	Asheboro, Forsyth, Haywood, McDowell, Mount Airy, Stanly, Swain
	149.5	Camden, Cherokee, Davie, Orange
	149.3	Catawba, Davidson, Kings Mountain, Moore, Onslow, Yadkin
	149.1	Madison
	148.9	Chatham, Guilford, Hickory
1996 State	148.7	Alexander, Currituck, Lenoir, Randolph, Roanoke Rapids, Wilkes
1997 State	148.5	Caldwell, Lee, Newton-Conover
	148.3	Ashe, Whiteville
	148.1	Granville, Richmond
1994 State	147.9	Asheville, Carteret, Cumberland, Jones, Mooresville
1995 State	147.7	Graham, Lincoln, Nash-Rocky Mount, Pitt, Rockingham, Rutherford, Sampson
	147.5	Alamance, Durham, Mecklenburg, Pender, Stokes
	147.3	Brunswick, Clinton, Iredell-Statesville, Kannapolis, Person
1993 State	147.1	Cleveland, Gaston, Halifax, Harnett, Perquimans
	146.9	Duplin, Wayne
	146.7	Caswell, Wilson
	146.5	Beaufort, Lexington, Shelby
	146.3	Bladen, Columbus, Franklin, Rowan, Warren
	146.1	Gates, Montgomery, Scotland
	145.9	Martin
	145.7	Pasquotank
	145.5	Chowan
	145.3	Hoke, Tyrrell
	145.1	Hyde, Thomasville
	144.9	Greene, Northampton, Weldon
	144.7	
	144.5	Washington
	144.3	Anson, Bertie
	144.1	Vance
	143.9	Edgecombe, Robeson
	143.7	
	143.5	Hertford

*Scale scores are rounded up to the nearest two-tenths of a point.

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Table 39. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 4 Mathematics Mean Scale Scores*
By LEA

State		1997 LEA Performance
	155.3	Chapel Hill
	155.1	
	154.9	
	154.7	Transylvania
	154.5	Alleghany
	154.3	Polk
	154.1	
	153.9	
	153.7	
	153.5	
	153.3	Watauga
	153.1	Surry
	152.9	Buncombe, Kings Mountain, Yancey
	152.7	Cabarrus, Swain, Wake
	152.5	Clay
	152.3	Macon, Whiteville
	152.1	Johnston, McDowell
	151.9	Madison, Mitchell, Newton-Conover
	151.7	Avery, Jones, New Hanover
	151.5	Yadkin
	151.3	
	151.1	Burke, Craven, Henderson
	150.9	Dare, Pamlico, Rutherford, Union
	150.7	Catawba, Currituck, Hickory, Jackson, Mount Airy, Onslow
	150.5	Cherokee, Haywood, Lincoln, Stanly
	150.3	Cleveland, Davidson, Forsyth
	150.1	Asheboro, Lenoir, Orange
	149.9	Davie, Guilford, Halifax, Wilkes
	149.7	Alamance, Ashe, Elkin, Stokes
1997 State	149.5	Caldwell, Camden, Moore, Randolph
	149.3	Chatham, Graham
	149.1	Duplin, Lee, Sampson, Shelby
	148.9	Brunswick, Carteret, Granville, Pender, Person
	148.7	Clinton, Cumberland, Iredell-Statesville, Roanoke Rapids
1996 State	148.5	Alexander, Lexington
	148.3	Mecklenburg, Mooresville, Nash/Rocky Mount, Pitt, Richmond
	148.1	Beaufort, Franklin, Harnett, Kannapolis, Wayne, Wilson
1995 State	147.9	
	147.7	Asheville, Columbus, Rockingham
	147.5	Chowan
1994 State	147.3	Durham, Montgomery, Warren
	147.1	Gaston
	146.9	Greene, Perquimans, Rowan
	146.7	
	146.5	Bladen, Hyde
	146.3	Gates
1993 State	146.1	Hoke, Pasquotank, Tyrrell
	145.9	Scotland, Weldon
	145.7	Martin, Northampton
	145.5	Caswell
	145.3	Anson, Bertie, Thomasville
	145.1	
	144.9	Washington
	144.7	Vance
	144.5	
	144.3	Edgecombe, Robeson
	...	
	142.9	Hertford

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 40. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 5 Reading Mean Scale Scores*
By LEA

State		1997 LEA Performance
	159.5	Chapel Hill
	...	
	158.7	Transylvania
	158.5	
	158.3	
	158.1	
	157.9	
	157.7	
	157.5	
	157.3	
	157.1	
	156.9	
	156.7	
	156.5	
	156.3	Watauga
	156.1	Clay, Dare, Swain
	155.9	Wake
	155.7	Yancey
	155.5	
	155.3	Macon, Polk
	155.1	Alleghany, Buncombe, Craven, Mitchell
	154.9	Henderson
	154.7	Cabarrus, Camden
	154.5	Avery, Madison, Mount Airy, New Hanover
	154.3	Jackson, Johnston, Kings Mountain, Orange, Yadkin
	154.1	Elkin, Forsyth, Stanly
	153.9	Asheboro, Burke, Guilford, Haywood, Union
	153.7	Ashe, Currituck, Davie, Moore, Surry, Whiteville
	153.5	Alexander, Asheville, Hickory, Roanoke Rapids
	153.3	Carteret, Cherokee, Chatham, McDowell, Onslow, Pamlico
1997 State	153.1	Catawba, Davidson
	152.9	Caldwell, Nash-Rocky Mount, Person
	152.7	Gates, Granville, Lincoln, Stokes, Wilkes
1995 State	152.5	Alamance, Cumberland, Graham, Iredell-Statesville, Jones, Lee, Mooresville, Newton-Conover, Pender, Randolph
	152.3	Durham, Mecklenburg, Rutherford, Sampson
1996 State	152.1	Clinton, Lenoir, Richmond
	151.9	Beaufort, Gaston, Harnett, Martin, Pitt, Wayne
1994 State	151.7	Cleveland, Rockingham, Rowan
1993 State	151.5	Duplin, Halifax, Pasquotank, Perquimans
	151.3	Montgomery
	151.1	Brunswick, Kannapolis, Tyrrell
	150.9	Lexington, Wilson
	150.7	Bladen, Shelby, Warren
	150.5	Caswell, Franklin
	150.3	Columbus, Edgecombe
	150.1	Washington
	149.9	Thomasville, Vance
	149.7	Chowan, Hertford,Scotland
	149.5	Hyde
	149.3	
	149.1	Anson
	148.9	
	148.7	Bertie, Greene
	148.5	Hoke
	148.3	
	148.1	Northampton, Robeson
	147.9	Weldon

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 41. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 5 Mathematics Mean Scale Scores*
By LEA

State		1997 LEA Performance
	165.3	Transylvania
	...	
	163.9	Chapel Hill
	...	
	161.5	Alleghany
	161.3	Swain, Watauga
	161.1	
	160.9	Kings Mountain
	160.7	
	160.5	
	160.3	Clay
	160.1	Buncombe
	159.9	Ashe, Polk
	159.7	Dare, Macon, Pamlico
	159.5	Mount Airy, Wake
	159.3	
	159.1	Cabarrus, Elkin, Madison, McDowell, Yancey
	158.9	Whiteville
	158.7	
	158.5	Avery
	158.3	
	158.1	Johnston, Surry
	157.9	Henderson, Jackson, New Hanover, Rutherford
	157.7	Beaufort, Cleveland, Davie, Haywood
	157.5	Newton-Conover, Roanoke Rapids
	157.3	Burke, Catawba, Currituck, Hickory, Lincoln, Mitchell, Yadkin
	157.1	Alamance, Craven, Forsyth, Guilford, Orange, Shelby, Stanly, Union
	156.9	Nash/Rocky Mount, Person, Wilkes
	156.7	Graham, Lee
1997 State	156.5	Camden, Chatham, Cherokee, Gates, Stokes
	156.3	Asheboro, Halifax, Onslow
	156.1	Moore
	155.9	Pasquotank, Pender, Randolph
	155.7	Caldwell, Carteret, Davidson, Iredell-Statesville, Lenoir, Richmond
	155.5	Alexander, Cumberland, Duplin, Pitt
1996 State	155.3	Asheville, Durham, Granville, Mecklenburg
	155.1	Gaston, Mooresville, Rowan, Sampson
	154.9	Wayne, Wilson
	154.7	Kannapolis, Lexington, Perquimans
1995 State	154.5	Clinton
	154.3	
	154.1	Jones, Rockingham
	153.9	Harnett
	153.7	Anson, Columbus, Martin
1994 State	153.5	Brunswick, Franklin
	153.3	Caswell, Edgecombe, Hyde, Montgomery, Vance
	153.1	Bertie
	152.9	Greene, Scotland, Tyrrell, Warren, Washington
	152.7	Bladen, Chowan
	152.5	
1993 State	152.3	Thomasville, Weldon
	152.1	
	151.9	Northampton
	151.7	Hertford
	151.5	
	151.3	Hoke
	151.1	
	150.9	
	150.7	Robeson

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 42. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 6 Reading Mean Scale Scores*
By LEA

State		1997 LEA Performance
	161.7	Chapel Hill
	...	
	161.1	Transylvania
	...	
	159.1	Watauga
	158.9	Mount Airy
	158.7	Wake
	158.5	Cherokee, Dare, Henderson, Mooresville,Yancey
	158.3	Buncombe
	158.1	Cabarrus, Elkin, Swain
	157.9	Macon, Polk
	157.7	
	157.5	Surry
	157.3	Clay, Haywood, Jackson
	157.1	Camden, Craven, Currituck, McDowell, New Hanover
	156.9	Burke, Davie, Granville, Madison
	156.7	Alleghany, Asheboro, Hickory, Person
	156.5	Johnston, Orange, Pamlico
	156.3	Alexander, Ashe, Avery, Moore, Stanly, Union, Yadkin
	156.1	Asheville, Catawba, Davidson, Guilford, Onslow
	155.9	Carteret
1997 State	155.7	Chowan, Cumberland, Duplin, Forsyth, Mitchell, Tyrrell, Wilkes
	155.5	Caldwell, Iredell-Statesville, Richmond, Sampson
1996 State	155.3	Chatham, Graham, Kings Mountain, Lee, Pasquotank, Pender, Randolph, Shelby
	155.1	Harnett, Lincoln, Roanoke Rapids
	154.9	Newton-Conover, Pitt, Rutherford, Wayne, Whiteville
	154.7	Alamance, Franklin, Gaston, Mecklenburg
1994 State, 1995 State	154.5	Nash/Rocky Mount
	154.3	Brunswick, Gates, Rowan, Stokes
1993 State	154.1	Durham, Wilson
	153.9	Clinton, Kannapolis
	153.7	Beaufort, Cleveland, Thomasville
	153.5	Bladen, Edgecombe, Rockingham
	153.3	Lenoir, Montgomery
	153.1	Lexington
	152.9	Anson, Caswell, Hyde
	152.7	Martin, Scotland, Warren
	152.5	Hoke, Vance
	152.3	Jones
	152.1	
	151.9	Columbus, Northampton, Washington
	151.7	Perquimans
	151.5	
	151.3	Greene
	151.1	Robeson
	150.9	Bertie
	...	
	149.3	Weldon
	149.1	Hertford
	148.9	
	148.7	
	...	
	148.1	Halifax

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 43. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 6 Mathematics Mean Scale Scores*
By LEA

State		1997 LEA Performance
	170.5	Transylvania
	170.3	
	170.1	Chapel Hill
	...	
	167.3	Buncombe, Clay, Mount Airy
	167.1	
	166.9	
	166.7	Watauga
	166.5	Yancey
	166.3	
	166.1	Elkin, McDowell, Swain
	165.9	
	165.7	Cabarrus, Haywood
	165.5	Ashe
	165.3	Surry
	165.1	Jackson, New Hanover, Wake
	164.9	
	164.7	Alleghany, Cherokee, Dare
	164.5	Davie
	164.3	Henderson
	164.1	Polk, Stanly
	163.9	Macon
	163.7	
	163.5	Catawba, Mooresville, Pamlico, Person
	163.3	Asheboro, Burke, Caldwell, Johnston, Wilkes
	163.1	Kings Mountain, Newton-Conover
	162.9	Avery, Currituck, Lee, Roanoke Rapids, Yadkin
	162.7	Carteret, Cleveland, Madison, Onslow
	162.5	Asheville, Craven, Davidson, Iredell-Statesville, Mitchell
	162.3	Granville, Guilford, Hickory, Shelby
1997 State	162.1	Alexander, Brunswick, Franklin, Hyde, Lincoln, Orange, Rutherford, Thomasville
	161.9	Chowan, Union
	161.7	Forsyth, Kannapolis, Pender, Stokes
1996 State	161.5	Mecklenburg
	161.3	Clinton, Gaston, Lexington, Moore, Richmond
	161.1	Camden, Chatham, Lenoir, Pasqoutank, Sampson, Tyrrell
	160.9	Anson, Duplin, Harnett
	160.7	
	160.5	Alamance, Caswell, Nash/Rocky Mount
1995 State	160.3	Durham, Randolph
	160.1	Pitt, Wayne, Wilson
	159.9	Beaufort, Cumberland, Rockingham, Vance
	159.7	Whiteville
1994 State	159.5	
	159.3	Northampton, Rowan
	159.1	Edgecombe
	158.9	Bladen
	158.7	Greene, Scotland
	158.5	Hoke
1993 State	158.3	Gates, Washington
	158.1	
	157.9	
	157.7	Graham, Montgomery, Perquimans
	157.5	Martin
	157.3	
	157.1	Columbus
	156.9	Robeson
	156.7	Jones, Weldon
	...	
	155.7	Bertie
	155.5	
	155.3	Warren
	155.1	
	154.9	
	154.7	Halifax
	...	
	153.7	Hertford

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 44. 1996-97 End-of-Grade Mulitple-Choice Test Results
Grade 7 Reading Mean Scale Scores*

State		1997 LEA Performance
	164.5	Chapel Hill
	...	
	163.3	Elkin
	163.1	
	162.9	Watauga, Yancey
	162.7	Clay
	162.5	
	162.3	Transylvania
	162.1	
	161.9	
	161.7	
	161.5	
	161.3	Dare
	161.1	Wake
	160.9	
	160.7	Cabarrus, Henderson, Swain
	160.5	Buncombe, Jackson, Mitchell, Polk
	160.3	
	160.1	New Hanover
	159.9	Mooresville
	159.7	Avery, Yadkin
	159.5	Ashe, Hickory, Macon, Mount Airy
	159.3	Haywood, Johnston, Stanly
	159.1	Alleghany, Burke, Chatham, Pamlico
	158.9	Caldwell, Davie, Graham, Moore, Newton-Conover, Orange
	158.7	Asheboro, Cherokee, Craven, Madison, Surry, Union, Whiteville
	158.5	Carteret, Guilford, Iredell-Statesville, Kings Mountain, McDowell, Onslow, Roanoke Rapids
1997 State	158.3	Clinton, Cumberland, Forsyth, Granville, Lee, Nash/Rocky Mount, Person, Wilkes
1995 State	158.1	Asheville, Catawba, Pender
1996 State	157.9	Alexander, Duplin, Wayne
	157.7	Alamance, Brunswick, Currituck, Davidson, Randolph
	157.5	Gates, Harnett, Kannapolis, Rockingham, Pitt
1994 State	157.3	Durham, Gaston, Lenoir, Lincoln, Mecklenburg, Pasquotank, Sampson, Stokes
1993 State	157.1	Bladen, Caswell, Hyde, Rowan
	156.9	Beaufort, Cleveland
	156.7	Franklin
	156.5	Chowan, Perquimans, Rutherford, Thomasville, Vance
	156.3	Camden, Montgomery, Scotland
	156.1	Edgecombe
	155.9	Martin, Wilson
	155.7	Columbus, Northampton
	155.5	Jones
	155.3	Shelby, Tyrrell
	155.1	Bertie, Hoke, Washington
	154.9	
	154.7	Anson, Richmond
	154.5	Lexington
	154.3	
	154.1	Greene
	153.9	
	153.7	
	153.5	Robeson
	153.3	Warren
	153.1	Hertford
	...	
	151.9	Halifax
	...	
	150.7	Weldon

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 45. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 7 Mathematics Mean Scale Scores* By LEA

State		1997 LEA Performance
	176.3	Transylvania
	...	
	174.7	Clay
	174.5	Chapel Hill
	...	
	173.9	Elkin
	173.7	
	173.5	Watauga
	...	
	172.7	Yancey
	172.5	Dare
	172.3	Cabarrus, Jackson
	172.1	Buncombe, Henderson
	171.9	Wake
	171.7	
	171.5	Newton-Conover
	171.3	
	171.1	Mount Airy, New Hanover
	170.9	Mitchell
	170.7	Alleghany
	170.5	Pamlico
	170.3	
	170.1	Avery, Polk
	169.9	Haywood
	169.7	Asheville, Davie, Johnston
	169.5	Graham, Hickory, Mooresville, Stanly
	169.3	Lee
	169.1	Ashe, McDowell, Roanoke Rapids, Surry, Swain, Wilkes
	168.9	Burke, Kannapolis
	168.7	Madison
	168.5	Caldwell, Catawba, Macon, Pender
	168.3	Asheboro, Currituck, Union, Yadkin
	168.1	Alexander, Guilford
	167.9	Brunswick, Davidson, Iredell-Statesville, Person
	167.7	Carteret, Cherokee, Nash/Rocky Mount, Orange
1997 State	167.5	Clinton, Craven
	167.3	Chatham, Forsyth, Harnett, Kings Mountain
	167.1	Onslow
	166.9	Cleveland, Granville, Moore, Stokes
	166.7	Duplin, Lenoir, Scotland
1996 State	166.5	Mecklenburg, Wayne
	166.3	Durham, Lincoln, Montgomery, Sampson
1995 State	166.1	Alamance, Perquimans
	165.9	Beaufort, Hyde, Pitt
	165.7	Bladen, Wilson
	165.5	Edgecombe, Franklin, Gaston, Pasquotank, Rowan, Thomasville
	165.3	Rockingham
	165.1	
1994 State	164.9	Camden, Rutherford, Shelby
	164.7	Cumberland
	164.5	Northampton, Randolph
	164.3	
1993 State	164.1	Martin
	163.9	
	163.7	Caswell, Columbus, Vance
	163.5	Lexington, Tyrrell, Whiteville
	163.3	Chowan
	163.1	
	162.9	Robeson
	162.7	Gates, Hoke
	162.5	Greene
	...	
	161.9	Washington
	161.7	Halfiax
	161.5	Richmond
	...	
	160.8	Anson, Bertie
	160.6	Jones, Warren
	...	
	158.5	Hertford
	...	
	156.7	Weldon

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 46. 1996-97 End-of-Grade Mulitple-Choice Test Results
Grade 8 Reading Mean Scale Scores*
By LEA

State		1997 LEA Performance
	166.9	Chapel Hill
	...	
	165.7	Elkin
	165.5	
	165.3	
	165.1	
	164.9	
	164.7	
	164.5	Swain
	164.3	Graham
	164.1	Dare
	163.9	Transylvania, Watauga
	163.7	Wake
	163.5	Buncombe
	163.3	Henderson, New Hanover, Polk
	163.1	Yancey
	162.9	Asheville, Macon
	162.7	
	162.5	
	162.3	Cabarrus, Clay, Johnston
	162.1	Chatham, Mount Airy
	161.9	Cherokee, Haywood, Iredell-Statesville, Jackson, Mooresville, Onslow, Shelby, Stanly, Yadkin
	161.7	Alleghany, Ashe, Avery, Guilford, Surry, Whiteville
	161.5	Asheboro, Davie, Granville, Moore, Union
	161.3	Alamance, Alexander, Hickory, Wilkes
	161.1	Catawba, Durham
1997 State	160.9	Caldwell, Craven, Duplin, Forsyth, Lenoir, McDowell, Mitchell, Roanoke Rapids
	160.7	Brunswick, Carteret, Cumberland, Greene, Kannapolis, Lee, Newton-Conover, Pitt
	160.5	Beaufort, Burke, Davidson, Randolph
	160.3	Caswell, Cleveland, Clinton, Lincoln, Madison, Orange, Pender, Person, Rockingham, Stokes
1995 State, 1996 State	160.1	Harnett, Kings Mountain, Nash/Rocky Mount, Rowan, Wayne
	159.9	Camden, Currituck, Edgecombe, Montgomery, Pasquotank, Rutherford
1994 State	159.7	Gaston, Martin, Pamlico, Wilson
	159.5	Columbus, Mecklenburg
	159.3	
	159.1	Tyrrell, Warren
	158.9	Sampson
1993 State	158.7	Chowan, Franklin, Richmond
	158.5	Thomasville
	158.3	Bladen, Northampton
	158.1	
	157.9	
	157.7	Anson, Bertie, Lexington, Scotland, Vance
	157.5	Hyde, Perquimans, Washington
	157.3	Gates, Jones, Robeson
	157.1	
	156.9	Hertford
	...	
	155.9	Hoke
	...	
	153.3	Halifax
	153.1	Weldon

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 47. 1996-97 End-of-Grade Multiple-Choice Test Results
Grade 8 Mathematics Mean Scale Scores* By LEA

State		1997 LEA Performance
	179.7	Transylvania
	...	
	179.1	Chapel Hill
	...	
	178.5	Graham
	...	
	177.9	Elkin
	...	
	176.6	Buncombe
	...	
	175.9	Watauga
	175.7	Henderson
	175.5	Dare, New Hanover, Wake
	175.3	
	175.1	Polk
	174.9	Clay, Haywood
	174.7	Macon, Mount Airy
	174.5	Ashe, Roanoke Rapids
	174.3	Johnston
	174.1	Asheville
	173.9	
	173.7	Avery, Mooresville, Surry, Swain
	173.5	Catawba
	173.3	Cabarrus, Jackson
	173.1	
	172.9	Camden, Davie
	172.7	Cherokee, Mitchell, Pamlico, Stanly
	172.5	Iredell-Statesville, Shelby
	172.3	Chatham, Wilkes
	172.1	Alleghany, Madison, Union
	171.9	Asheboro, Lenoir, Moore, Onslow
	171.7	Durham, Guilford, Lee, Yancey
	171.5	Caldwell, Hickory, Newton-Conover
	171.3	Davidson, Duplin, Forsyth
1997 State	171.1	Alexander, Beaufort, Clinton
	170.9	Carteret, Kannapolis, Pender, Yadkin
1996 State	170.7	Burke, Granville, Person, Rockingham
	170.5	Alamance, Brunswick, Craven, Kings Mountain, Orange, Pitt, Whiteville
1995 State	170.3	Harnett, Montgomery
	170.1	McDowell, Randolph, Rowan
	169.9	Cleveland, Currituck, Edgecombe
	169.7	Rutherford
	169.5	Lincoln, Nash/Rocky Mount, Northampton, Stokes
	169.3	Greene, Mecklenburg, Wilson
1994 State	169.1	Wayne
	168.9	Columbus, Lexington
	168.7	Franklin, Tyrrell
	168.5	Chowan, Cumberland
1993 State	168.3	Sampson
	168.1	Gaston
	167.9	Pasquotank, Thomasville
	167.7	Martin, Scotland
	167.5	Caswell, Washington
	167.3	
	167.1	Perquimans
	166.9	Bladen, Warren
	166.7	
	166.5	Robeson
	166.3	
	166.1	Gates, Hyde
	165.9	Richmond
	165.7	Anson, Vance
	...	
	164.7	Hoke
	...	
	163.5	Bertie
	...	
	162.9	Jones
	162.7	Halifax, Hertford
	...	
	161.1	Weldon

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 48a. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 3 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	95,356	144.1	142.8	59.6	1,330	38.8	1,294	69.5	28,564	37.3	2,017	46.3	574	61.1	61,362	70.6	141	63.1
Western Region	7,336	145.7	144.9	67.2	83	56.6	31	71.0	511	30.1	107	52.3	23	69.6	6,577	70.4	4	*
Buncombe	1,979	146.6	145.4	70.1	10	40.0	10	80.0	107	45.8	26	53.8	7	71.4	1,819	71.8	0	*
Asheville City	370	142.9	140.0	48.1	0	*	4	*	162	16.0	6	83.3	2	*	196	74.0	0	*
Cherokee	282	144.9	142.8	61.3	7	57.1	1	*	4	*	0	*	0	*	270	61.9	0	*
Clay	87	146.2	146.0	72.4	0	*	1	*	1	*	1	*	0	*	84	71.4	0	*
Graham	90	143.9	142.1	56.7	13	23.1	0	*	0	*	0	*	0	*	77	62.3	0	*
Haywood	605	146.5	145.1	68.6	6	66.7	1	*	6	16.7	6	50.0	4	*	582	69.1	0	*
Henderson	881	146.2	144.9	68.4	1	*	4	*	39	17.9	45	35.6	2	*	787	72.6	3	*
Jackson	260	145.9	145.8	70.0	12	58.3	0	*	3	*	2	*	0	*	243	71.6	0	*
Macon	305	146.5	146.8	73.4	1	*	1	*	5	20.0	1	*	0	*	297	74.7	0	*
Madison	164	146.0	147.9	70.1	0	*	0	*	1	*	0	*	0	*	163	69.9	0	*
McDowell	518	143.7	143.4	59.8	0	*	6	50.0	17	35.3	1	*	1	*	493	60.6	0	*
Mitchell	213	146.7	145.7	74.6	0	*	0	*	3	*	2	*	0	*	208	75.0	0	*
Polk	170	145.2	144.8	69.2	0	*	1	*	10	30.0	5	80.0	1	*	153	71.1	0	*
Rutherford	807	143.8	143.7	61.6	0	*	1	*	138	34.1	7	85.7	3	*	658	67.3	0	*
Swain	138	146.0	148.9	71.0	32	68.8	0	*	1	*	2	*	0	*	103	70.9	0	*
Transylvania	285	149.0	149.7	82.1	1	*	0	*	12	50.0	2	*	3	*	267	83.1	0	*
Yancey	182	146.0	144.5	68.1	0	*	1	*	2	*	1	*	0	*	177	67.8	1	*

Notes: [1]"Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2]The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 48b. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 3 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	95,356	144.1	142.8	59.6	1,330	38.8	1,294	69.5	28,564	37.3	2,017	46.3	574	61.1	61,362	70.6	141	63.1
Northwest Region	14,514	144.6	143.4	61.8	17	52.9	221	52.9	2,334	36.2	274	38.7	69	59.4	11,586	67.8	11	45.5
Alexander	391	144.4	142.0	61.4	0	*	8	0.0	28	32.1	6	33.3	0	*	349	65.6	0	*
Alleghany	107	144.6	144.5	63.6	0	*	0	*	1	*	0	*	0	*	106	64.2	0	*
Ashe	228	145.5	145.0	65.4	0	*	0	*	3	*	2	*	0	*	223	65.9	0	*
Avery	178	146.0	145.4	66.5	0	*	0	*	1	*	1	*	0	*	176	66.7	0	*
Burke	1,119	146.0	144.5	66.8	0	*	75	54.7	91	42.9	19	57.9	2	*	930	70.4	2	*
Caldwell	984	144.1	143.0	60.5	0	*	5	40.0	78	39.7	2	*	2	*	897	62.4	0	*
Catawba	1,157	144.4	142.4	61.0	0	*	40	50.0	78	42.3	21	57.1	6	66.7	1,010	63.0	2	*
Hickory City	359	142.5	141.3	53.2	1	*	17	29.4	102	29.4	9	22.2	5	0.0	225	68.4	0	*
Newton-Conover	186	145.6	145.3	71.5	0	*	4	*	38	47.4	9	66.7	3	*	132	78.0	0	*
Davidson	1,392	145.2	144.2	66.2	3	*	3	*	20	30.0	7	28.6	5	100.0	1,350	66.9	4	*
Lexington City	215	141.9	140.7	46.7	0	*	12	41.7	95	36.8	11	36.4	3	*	92	58.2	2	*
Thomasville City	186	142.5	142.2	51.1	0	*	0	*	81	43.2	5	60.0	5	60.0	95	56.8	0	*
Davie	390	145.4	145.0	68.7	0	*	1	*	47	42.6	8	12.5	0	*	334	73.7	0	*
Forsyth	3,268	144.8	143.1	60.5	5	60.0	25	80.0	1,252	36.2	69	37.7	25	64.0	1,890	77.2	0	*
Iredell-Statesville	1,152	143.3	141.5	55.4	4	*	19	57.9	242	29.9	25	40.0	2	*	860	63.1	0	*
Mooresville City	257	145.3	143.8	64.6	0	*	9	66.7	45	22.2	0	*	0	*	203	73.9	0	*
Stokes	558	142.8	141.6	52.7	3	*	1	*	25	24.0	8	37.5	3	*	518	54.8	0	*
Surry	615	144.8	144.7	65.7	0	*	0	*	22	54.5	37	18.9	1	*	555	69.2	0	*
Elkin City	74	146.7	146.5	73.0	0	*	0	*	8	12.5	2	*	0	*	64	81.3	0	*
Mount Airy City	153	146.3	147.0	70.6	0	*	0	*	16	31.3	0	*	0	*	137	75.2	0	*
Watauga	353	147.4	145.9	72.8	1	*	1	*	6	33.3	0	*	1	*	344	73.5	0	*
Wilkes	756	144.1	143.4	59.7	0	*	0	*	40	46.2	13	46.2	4	*	699	60.7	0	*
Yadkin	436	145.2	144.8	67.0	0	*	1	*	15	46.7	20	45.0	2	*	397	68.8	1	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 48c. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 3 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
		Reading	Mathematics															
	Number Tested[1]	Scale Score	Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**95,356**	**144.1**	**142.8**	**59.6**	**1,330**	**38.8**	**1,294**	**69.5**	**28,564**	**37.3**	**2,017**	**46.3**	**574**	**61.1**	**61,362**	**70.6**	**141**	**63.1**
Southwest Region	**20,448**	**143.6**	**142.2**	**57.0**	**195**	**40.7**	**399**	**58.4**	**6,188**	**32.2**	**400**	**44.0**	**93**	**50.5**	**13,155**	**69.3**	**18**	**66.7**
Anson	352	140.1	137.8	36.9	0	*	6	33.3	197	24.4	0	*	1	*	148	53.4	0	*
Cabarrus	1,285	145.9	145.5	68.3	2	*	5	100.0	167	45.2	26	38.5	6	83.3	1,079	72.3	0	*
Kannapolis City	307	144.5	143.2	60.1	0	*	3	*	78	38.5	11	45.5	4	*	211	68.6	0	*
Cleveland	721	143.3	144.3	58.2	1	*	1	*	169	35.5	2	*	2	*	546	65.1	0	*
Kings Mountain	336	144.2	145.7	65.2	0	*	10	70.0	72	54.2	1	*	6	50.0	247	68.4	0	*
Shelby	265	142.1	142.6	50.9	0	*	4	*	153	34.0	3	*	3	*	102	75.5	0	*
Gaston	2,392	142.7	140.6	52.8	2	*	28	67.9	466	28.1	15	66.7	25	44.0	1,846	58.7	10	70.0
Hoke	457	141.2	139.6	44.7	66	40.0	6	50.0	217	30.0	12	66.7	3	*	153	65.4	0	*
Lincoln	792	143.6	142.7	59.7	2	*	3	*	97	30.9	30	50.0	2	*	658	64.7	0	*
Mecklenburg	7,484	143.7	141.7	56.4	39	56.4	269	59.5	3,052	30.9	181	40.9	13	61.5	3,928	76.7	2	*
Montgomery	297	142.1	142.0	52.9	0	*	7	57.1	88	36.4	24	37.5	0	*	178	62.9	0	*
Moore	842	143.8	142.4	56.5	9	22.2	1	*	220	34.1	21	47.6	4	*	587	65.8	0	*
Richmond	606	143.3	142.8	59.4	9	55.6	4	*	233	45.1	3	*	1	*	356	69.9	0	*
Rowan	1,445	142.9	141.3	53.9	0	*	14	50.0	332	29.3	23	34.8	8	37.5	1,062	62.3	6	50.0
Scotland	544	140.1	137.7	42.2	59	27.1	0	*	223	29.3	2	*	2	*	258	56.6	0	*
Stanly	739	145.7	144.8	67.8	3	*	30	43.3	111	43.2	9	77.8	3	*	583	73.6	0	*
Union	1,584	145.2	144.1	64.5	3	*	8	62.5	313	30.4	37	35.1	10	40.0	1,213	74.4	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 48d. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems

Grade 3 Reading and Mathematics

Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	95,356	144.1	142.8	59.6	1,330	38.8	1,294	69.5	28,564	37.3	2,017	46.3	574	61.1	61,362	70.6	141	63.1
Northeast Region	6,995	141.8	140.5	50.8	44	59.1	24	66.7	3,658	35.6	51	49.0	24	75.0	3,192	67.7	0	*
Beaufort	581	143.0	143.3	55.9	0	*	0	*	247	36.4	6	83.3	1	*	327	70.0	0	*
Bertie	382	137.7	135.5	35.7	1	*	0	*	307	31.3	1	*	1	*	72	54.9	0	*
Camden	90	144.8	142.7	58.9	0	*	0	*	22	45.5	0	*	0	*	68	63.2	0	*
Chowan	187	141.2	138.5	47.1	0	*	1	*	94	29.8	0	*	0	*	92	64.1	0	*
Currituck	262	144.9	144.5	68.7	0	*	1	*	29	41.4	3	*	3	*	226	71.7	0	*
Dare	371	145.5	144.8	71.4	1	*	1	*	22	36.4	3	*	4	*	340	73.2	0	*
Edgecombe	604	138.8	135.7	36.4	0	*	1	*	373	25.7	5	40.0	1	*	224	54.0	0	*
Gates	149	143.6	141.6	55.0	0	*	0	*	58	39.7	1	*	0	*	90	65.6	0	*
Halifax	498	143.0	141.9	58.2	30	53.3	0	*	428	56.3	1	*	1	*	38	84.2	0	*
Roanoke Rapids	241	143.4	143.1	58.1	2	*	1	*	55	43.6	0	*	0	*	183	62.8	0	*
Weldon City	87	139.0	137.6	29.9	0	*	0	*	84	31.0	0	*	0	*	3	*	0	*
Hertford	313	139.4	136.3	39.9	3	*	2	*	234	34.6	1	*	2	*	71	57.7	0	*
Hyde	58	141.5	138.9	39.7	0	*	0	*	22	18.2	0	*	0	*	36	52.8	0	*
Martin	393	140.0	139.3	42.7	1	*	1	*	236	29.2	2	*	1	*	152	61.8	0	*
Northampton	279	140.2	139.3	42.8	1	*	0	*	215	36.7	0	*	1	*	62	62.3	0	*
Pasquotank	541	141.5	140.7	50.3	2	*	4	*	241	31.1	7	57.1	2	*	285	65.3	0	*
Perquimans	169	141.8	139.8	51.2	0	*	0	*	80	26.6	1	*	0	*	88	73.9	0	*
Pitt	1,537	142.9	141.8	53.8	3	*	12	66.7	747	34.2	17	35.3	6	50.0	750	73.3	0	*
Tyrrell	58	142.0	141.7	56.9	0	*	0	*	29	37.9	0	*	0	*	29	75.9	0	*
Washington	195	141.1	137.9	46.7	0	*	0	*	135	38.5	3	*	1	*	56	67.9	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 48e. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 3 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
		Reading	Mathematics															
	Number Tested[1]	Scale Score	Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	95,356	144.1	142.8	59.6	1,330	38.8	1,294	69.5	28,564	37.3	2,017	46.3	574	61.1	61,362	70.6	141	63.1
Southeast Region	17,456	143.6	142.4	58.2	901	33.9	136	82.4	6,306	43.1	506	56.4	108	63.0	9,483	70.2	16	50.0
Bladen	393	140.8	138.9	46.8	2	*	1	*	203	31.5	6	33.3	0	*	181	64.6	0	*
Brunswick	741	143.1	143.0	58.7	4	*	2	*	170	38.8	9	66.7	5	60.0	550	64.9	1	*
Carteret	636	144.1	142.9	63.8	1	*	8	75.0	63	34.9	6	50.0	6	33.3	552	67.4	0	*
Columbus	559	141.7	141.3	49.4	33	54.5	1	*	224	37.9	6	33.3	1	*	294	57.8	0	*
Whiteville City	219	143.1	142.4	59.4	1	*	0	*	91	40.7	2	*	0	*	125	73.6	0	*
Craven	1,144	145.8	144.0	66.4	1	*	10	90.0	415	48.9	26	69.2	2	*	690	76.2	0	*
Cumberland	4,082	144.1	142.9	60.9	66	45.5	51	82.4	1,775	49.0	183	69.4	32	56.3	1,974	71.0	1	*
Duplin	688	141.6	140.5	48.1	0	*	1	*	258	32.2	70	37.9	0	*	359	60.6	0	*
Greene	192	142.1	140.5	51.6	0	*	0	*	104	42.3	7	14.3	0	*	81	66.7	0	*
Jones	123	143.5	142.0	55.3	0	*	0	*	71	45.1	1	*	0	*	51	68.6	0	*
Lenoir	702	144.0	143.6	59.6	1	*	2	*	356	44.8	16	46.7	3	*	324	75.5	0	*
New Hanover	1,743	145.4	144.2	63.4	6	66.7	11	63.6	540	35.9	15	71.4	12	33.3	1,159	76.4	0	*
Onslow	1,635	145.5	144.4	66.2	0	*	40	87.5	404	51.7	59	57.6	27	81.5	1,091	71.0	14	50.0
Pamlico	157	146.0	144.0	65.6	1	*	0	*	48	50.0	0	*	0	*	108	72.2	0	*
Pender	447	144.4	144.0	61.9	1	*	2	*	135	42.5	5	20.0	2	*	302	70.9	0	*
Robeson	1,825	139.4	137.3	39.8	768	31.1	3	*	560	36.1	29	27.6	9	77.8	456	58.7	0	*
Sampson	549	143.6	142.6	61.7	7	42.9	0	*	165	44.2	27	54.5	3	*	347	70.8	0	*
Clinton City	185	143.7	142.8	61.5	6	60.0	0	*	99	44.4	2	*	0	*	78	81.8	0	*
Wayne	1,436	143.4	142.3	56.7	3	*	4	*	625	39.6	37	54.1	6	50.0	761	70.7	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than fiv

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 48f. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 3 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	95,356	144.1	142.8	59.6	1,330	38.8	1,294	69.5	28,564	37.3	2,017	46.3	574	61.1	61,362	70.6	141	63.1
Central Region	28,603	144.7	143.3	61.3	90	54.4	483	82.6	9,565	38.0	679	42.2	257	62.5	17,367	74.3	92	65.2
Alamance	1,521	142.9	141.7	54.0	0	*	13	69.2	422	34.9	42	38.1	9	44.4	1,033	62.1	2	*
Caswell	269	141.9	140.1	49.1	0	*	0	*	119	38.7	3	*	1	*	146	58.9	0	*
Chatham	590	144.4	143.3	61.6	2	*	1	*	148	33.8	32	45.2	6	100.0	400	72.8	1	*
Durham	2,252	142.7	140.1	50.1	0	*	44	84.1	1,327	33.0	48	39.6	26	65.4	800	76.5	7	71.4
Franklin	576	142.1	141.1	51.4	0	*	1	*	227	27.3	16	12.5	7	71.4	325	69.5	0	*
Granville	561	145.3	144.3	65.1	0	*	2	*	224	47.5	6	33.3	1	*	328	78.0	0	*
Guilford	4,609	144.2	143.6	60.5	19	52.6	114	64.9	1,810	41.1	57	59.6	74	63.0	2,520	74.2	15	66.7
Harnett	1,024	142.8	141.0	53.3	0	*	2	*	296	30.4	38	50.0	5	60.0	678	63.4	5	40.0
Johnston	1,355	145.8	145.0	69.5	4	*	7	100.0	272	50.6	73	39.7	4	*	995	76.9	0	*
Lee	708	143.2	141.3	58.1	2	*	8	75.0	207	44.9	78	28.2	7	71.4	406	70.2	0	*
Nash/Rocky Mount	1,434	144.3	143.0	59.0	4	*	14	57.1	800	44.5	25	48.0	6	33.3	584	79.8	1	*
Orange	466	145.7	143.8	66.7	1	*	8	87.5	97	41.2	15	33.3	1	*	344	74.9	0	*
Chapel Hill City	1,278	149.8	148.9	81.5	0	*	74	97.3	224	35.7	18	77.8	6	66.7	956	91.2	0	*
Person	428	143.6	143.8	57.0	4	*	0	*	160	35.6	1	*	1	*	262	69.8	0	*
Randolph	1,268	143.3	141.6	56.0	4	*	6	83.3	58	37.9	22	27.3	8	50.0	1,170	57.2	0	*
Asheboro City	315	145.5	143.1	62.9	0	*	6	83.3	53	28.3	22	50.0	1	*	233	71.7	0	*
Rockingham	1,116	143.0	141.9	55.7	2	*	0	*	247	38.5	13	23.1	5	60.0	849	61.2	0	*
Vance	606	139.5	136.7	37.6	0	*	1	*	412	26.2	9	44.4	4	*	180	62.8	0	*
Wake	7,124	146.9	145.3	69.5	28	64.3	182	89.6	1,786	37.4	133	45.1	84	63.1	4,780	81.9	61	65.6
Warren	266	142.1	140.9	53.8	19	47.4	0	*	208	51.4	1	*	0	*	38	68.4	0	*
Wilson	837	142.8	142.0	52.9	1	*	0	*	468	38.0	27	48.1	1	*	340	73.5	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 49a. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 4 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,868	148.4	149.5	62.6	1,395	45.4	1,215	70.7	26,853	40.0	1,913	51.2	561	64.3	59,759	73.3	137	60.6
Western Region	7,062	149.9	151.7	70.7	96	62.1	37	86.5	503	38.6	86	58.8	23	65.2	6,311	73.5	6	83.3
Buncombe	1,936	150.8	152.8	74.2	12	27.3	15	86.7	84	46.4	24	82.6	9	88.9	1,792	75.5	0	*
Asheville City	376	147.9	147.7	56.1	0	*	0	*	164	27.0	6	50.0	2	*	204	80.3	0	*
Cherokee	260	149.5	150.5	67.3	10	90.0	1	*	5	80.0	1	*	4	*	236	66.9	3	*
Clay	82	152.1	152.4	78.0	0	*	1	*	2	*	0	*	0	*	79	78.5	0	*
Graham	95	147.6	149.3	62.1	15	53.3	0	*	0	*	0	*	0	*	80	63.8	0	*
Haywood	587	149.7	150.4	68.8	3	*	2	*	8	25.0	6	83.3	3	*	565	69.3	0	*
Henderson	814	150.2	151.1	71.1	1	*	5	100.0	48	39.6	28	50.0	1	*	729	73.8	2	*
Jackson	270	149.8	150.6	68.5	25	68.0	2	*	6	50.0	5	60.0	0	*	232	69.0	0	*
Macon	306	150.2	152.3	73.5	0	*	1	*	6	50.0	0	*	1	*	298	73.8	0	*
Madison	202	149.1	151.8	69.3	1	*	1	*	1	*	0	*	0	*	199	68.8	0	*
McDowell	442	149.7	152.1	71.7	1	*	8	75.0	24	45.8	2	*	0	*	407	73.0	0	*
Mitchell	165	149.8	151.8	66.5	0	*	0	*	1	*	1	*	0	*	163	66.7	0	*
Polk	157	151.8	154.3	77.7	1	*	0	*	7	71.4	6	16.7	0	*	143	81.1	0	*
Rutherford	737	147.7	150.8	62.7	0	*	0	*	126	38.1	5	40.0	1	*	604	67.9	1	*
Swain	120	149.6	152.7	71.7	25	60.0	0	*	2	*	1	*	0	*	92	73.9	0	*
Transylvania	322	151.9	154.6	81.4	2	*	1	*	18	55.6	1	*	1	*	299	82.9	0	*
Yancey	191	151.3	152.8	81.2	0	*	0	*	1	*	0	*	1	*	189	81.0	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than fiv

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 49b. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 4 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,868	148.4	149.5	62.6	1,395	45.4	1,215	70.7	26,853	40.0	1,913	51.2	561	64.3	59,759	73.3	137	60.6
Northwest Region	14,224	149.0	150.2	65.2	14	71.4	227	56.4	2,210	38.4	251	45.8	62	62.9	11,449	71.0	9	33.3
Alexander	414	148.6	148.4	64.0	1	*	7	42.9	23	60.9	3	*	0	*	380	64.7	0	*
Alleghany	85	150.1	154.4	77.6	0	*	0	*	0	*	0	*	0	*	85	77.6	0	*
Ashe	232	148.2	149.7	63.4	0	*	0	*	1	*	1	*	0	*	230	63.9	0	*
Avery	169	150.7	151.7	73.4	0	*	0	*	1	*	0	*	1	*	167	73.1	0	*
Burke	1,029	150.0	151.1	68.1	0	*	67	46.3	66	59.1	12	50.0	1	*	882	70.7	1	*
Caldwell	937	148.5	149.4	63.8	0	*	2	*	74	31.1	5	80.0	2	*	854	66.5	0	*
Catawba	1,129	149.3	150.6	67.2	0	*	41	58.5	74	54.1	16	50.0	4	*	991	68.9	3	*
Hickory City	331	148.9	150.6	63.0	0	*	26	57.7	91	33.0	5	20.0	3	*	206	78.0	0	*
Newton-Conover	210	148.4	151.9	63.2	0	*	9	22.2	39	33.3	13	53.8	1	*	147	74.7	1	*
Davidson	1,392	149.3	150.3	66.9	2	*	5	100.0	25	48.0	7	57.1	2	*	1,350	67.2	1	*
Lexington City	236	146.4	148.5	53.6	0	*	12	41.7	116	38.8	11	45.5	4	*	93	73.9	0	*
Thomasville City	168	145.0	145.3	47.0	0	*	0	*	90	33.3	6	66.7	2	*	70	62.9	0	*
Davie	372	149.4	149.8	68.0	1	*	2	*	34	38.2	6	50.0	0	*	328	71.3	1	*
Forsyth	3,209	149.6	150.3	64.8	7	71.4	26	73.1	1,163	40.4	76	44.7	31	64.5	1,904	80.5	0	*
Iredell-Statesville	1,172	147.2	148.7	57.5	2	*	13	53.8	229	25.3	16	56.3	3	*	909	65.7	0	*
Mooresville City	266	147.9	148.3	56.8	0	*	6	83.3	50	28.0	2	*	1	*	207	62.8	0	*
Stokes	546	147.5	149.7	63.4	1	*	1	*	31	29.0	4	*	3	*	506	66.0	0	*
Surry	561	150.0	153.0	71.8	0	*	2	*	19	47.4	21	38.1	0	*	519	74.2	0	*
Elkin City	80	151.4	149.7	75.0	0	*	1	*	5	40.0	1	*	1	*	72	77.8	0	*
Mount Airy City	134	149.7	150.6	67.2	0	*	2	*	16	31.3	1	*	0	*	115	71.3	0	*
Watauga	384	152.4	153.2	83.1	0	*	2	*	6	66.7	6	50.0	1	*	367	83.9	2	*
Wilkes	752	148.6	149.8	62.9	0	*	2	*	42	33.3	15	40.0	1	*	692	65.0	0	*
Yadkin	416	149.3	151.5	68.5	0	*	1	*	15	26.7	24	25.0	1	*	375	73.1	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 49c. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 4 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**91,868**	**148.4**	**149.5**	**62.6**	**1,395**	**45.4**	**1,215**	**70.7**	**26,853**	**40.0**	**1,913**	**51.2**	**561**	**64.3**	**59,759**	**73.3**	**137**	**60.6**
Southwest Region	**19,471**	**147.7**	**148.7**	**59.2**	**169**	**46.7**	**351**	**62.0**	**5,683**	**35.3**	**348**	**45.1**	**73**	**57.5**	**12,835**	**70.2**	**12**	**75.0**
Anson	304	144.2	145.3	42.1	0	*	2	*	184	28.4	1	*	0	*	115	63.2	2	*
Cabarrus	1,225	150.0	152.6	70.8	5	40.0	7	71.4	154	42.9	19	36.8	3	*	1,037	75.9	0	*
Kannapolis City	314	147.3	148.0	58.8	1	*	1	*	96	39.6	10	70.0	2	*	204	67.5	0	*
Cleveland	717	147.1	150.2	57.6	1	*	3	*	149	33.6	6	33.3	1	*	557	64.5	0	*
Kings Mountain	318	149.2	152.8	72.6	1	*	4	*	70	68.6	1	*	2	*	240	73.8	0	*
Shelby	252	146.5	149.1	57.5	0	*	1	*	145	44.8	1	*	1	*	104	74.0	0	*
Gaston	2,170	147.0	147.0	56.5	7	57.1	15	93.3	376	33.5	16	75.0	32	53.1	1,722	61.1	2	*
Hoke	444	145.2	146.0	48.6	52	46.2	5	80.0	207	37.7	11	45.5	3	*	166	62.7	0	*
Lincoln	776	147.6	150.5	60.7	4	*	5	80.0	70	37.1	14	28.6	4	*	679	63.8	0	*
Mecklenburg	7,174	147.5	148.3	57.0	32	50.0	248	59.5	2,871	32.1	148	41.9	12	75.0	3,862	75.9	1	*
Montgomery	293	146.0	147.2	53.6	0	*	14	50.0	68	42.6	31	58.1	0	*	180	57.2	0	*
Moore	833	149.2	149.4	64.9	5	60.0	4	*	200	39.0	22	31.8	1	*	601	74.7	0	*
Richmond	564	148.0	148.3	60.8	9	66.7	2	*	207	46.8	4	*	2	*	340	69.0	0	*
Rowan	1,467	146.3	146.9	53.9	0	*	10	80.0	300	35.3	26	42.3	2	*	1,122	58.8	7	71.4
Scotland	484	146.0	145.8	50.4	48	37.5	3	*	206	37.9	2	*	0	*	225	63.6	0	*
Stanly	728	149.7	150.5	67.3	0	*	21	38.1	120	39.2	6	66.7	7	71.4	574	74.2	0	*
Union	1,408	150.1	150.9	70.2	4	*	6	66.7	260	39.2	30	36.7	1	*	1,107	78.3	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than fiv

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 49d. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 4 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,868	148.4	149.5	62.6	1,395	45.4	1,215	70.7	26,853	40.0	1,913	51.2	561	64.3	59,759	73.3	137	60.6
Northeast Region	6,363	146.4	147.1	54.3	46	58.7	25	76.0	3,294	39.6	50	56.0	13	69.2	2,935	70.4	0	*
Beaufort	521	146.4	148.1	54.4	0	*	1	*	230	32.2	5	100.0	1	*	284	71.4	0	*
Bertie	301	144.2	145.2	48.5	1	*	0	*	239	44.8	2	*	2	*	57	64.9	0	*
Camden	82	149.5	149.4	69.5	0	*	0	*	14	21.4	0	*	0	*	68	79.4	0	*
Chowan	186	145.5	147.5	51.6	0	*	0	*	98	34.7	1	*	0	*	87	71.3	0	*
Currituck	221	148.7	150.6	64.7	0	*	0	*	28	35.7	1	*	1	*	191	68.6	0	*
Dare	345	150.6	150.9	71.9	1	*	1	*	14	35.7	7	57.1	0	*	322	73.6	0	*
Edgecombe	574	143.9	144.3	43.4	0	*	0	*	342	33.3	0	*	0	*	232	58.2	0	*
Gates	136	146.1	146.3	51.5	0	*	0	*	54	40.7	0	*	0	*	82	58.5	0	*
Halifax	423	147.1	149.8	61.0	33	60.6	0	*	344	59.0	0	*	0	*	46	76.1	0	*
Roanoke Rapids	226	148.7	148.6	63.3	1	*	6	66.7	55	45.5	1	*	1	*	162	69.8	0	*
Weldon City	69	144.8	145.9	49.3	0	*	0	*	66	48.5	0	*	0	*	3	*	0	*
Hertford	313	143.4	142.9	40.6	4	*	0	*	228	32.9	1	*	0	*	80	61.3	0	*
Hyde	54	145.0	146.4	44.4	0	*	0	*	23	30.4	0	*	0	*	31	54.8	0	*
Martin	372	145.9	145.6	50.3	1	*	1	*	213	37.1	6	66.7	1	*	150	68.7	0	*
Northampton	253	144.9	145.7	48.4	1	*	0	*	199	41.9	2	*	0	*	51	74.5	0	*
Pasquotank	479	145.7	146.0	51.8	0	*	5	60.0	236	35.6	5	20.0	2	*	231	68.4	0	*
Perquimans	138	147.1	146.9	57.2	0	*	0	*	50	36.0	1	*	0	*	87	69.0	0	*
Pitt	1,421	147.7	148.2	58.3	4	*	11	90.9	700	39.1	17	47.1	4	*	685	77.4	0	*
Tyrrell	74	145.3	146.0	45.9	0	*	0	*	39	35.9	0	*	1	*	34	58.8	0	*
Washington	175	144.4	144.9	44.0	0	*	0	*	122	33.6	1	*	0	*	52	67.3	0	*

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Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.
[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 49e. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 4 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[1]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,868	148.4	149.5	62.6	1,395	45.4	1,215	70.7	26,853	40.0	1,913	51.2	561	64.3	59,759	73.3	137	60.6
Southeast Region	16,926	147.7	148.9	60.1	964	41.2	129	74.2	6,017	44.3	536	55.3	113	67.3	9,150	72.5	16	68.8
Bladen	393	146.2	146.5	53.2	5	40.0	1	•	180	38.3	8	50.0	0	•	199	66.8	0	•
Brunswick	677	147.2	148.8	58.2	8	37.5	1	•	146	37.0	8	62.5	6	66.7	508	64.6	0	•
Carteret	648	147.8	148.8	60.6	1	•	5	20.0	72	31.9	5	60.0	6	83.3	559	64.5	0	•
Columbus	543	146.2	147.6	55.8	30	60.0	0	•	214	37.9	4	•	0	•	295	68.8	0	•
Whiteville City	228	148.3	152.2	64.0	2	•	2	•	89	44.9	0	•	2	•	133	75.2	0	•
Craven	1,163	150.7	151.0	71.7	4	•	6	66.7	409	57.5	23	78.3	3	•	718	79.9	0	•
Cumberland	3,963	147.8	148.6	60.9	64	54.7	54	77.8	1,801	47.7	211	67.8	25	76.0	1,808	72.9	0	•
Duplin	609	146.8	149.0	55.9	3	•	0	•	219	43.5	58	27.8	2	•	326	68.4	0	•
Greene	186	144.8	146.8	46.2	0	•	0	•	91	35.2	11	27.3	0	•	84	60.7	0	•
Jones	112	147.8	151.7	68.8	0	•	0	•	50	50.0	0	•	3	•	59	84.7	0	•
Lenoir	758	148.6	150.1	64.9	1	•	1	•	355	54.6	19	42.1	0	•	382	75.4	0	•
New Hanover	1,580	150.1	151.6	68.8	11	72.7	15	73.3	413	39.3	13	53.8	14	50.0	1,114	80.1	0	•
Onslow	1,603	149.3	150.7	68.5	1	•	25	79.2	384	53.6	63	69.8	19	84.2	1,097	73.1	14	71.4
Pamlico	147	149.9	150.9	69.4	1	•	0	•	35	42.9	2	•	0	•	109	78.0	0	•
Pender	415	147.4	148.8	57.7	0	•	0	•	150	37.3	15	40.0	2	•	248	71.7	0	•
Robeson	1,774	143.8	144.3	42.2	819	38.5	3	•	511	32.8	21	45.0	16	50.0	402	61.1	2	•
Sampson	499	147.6	149.0	59.8	8	62.5	2	•	168	44.9	35	47.1	4	•	282	70.0	0	•
Clinton City	174	147.2	148.6	58.0	6	50.0	0	•	85	38.8	6	33.3	2	•	75	82.7	0	•
Wayne	1,454	146.9	148.0	55.9	0	•	14	71.4	645	37.5	34	23.5	9	66.7	752	72.6	0	•

Notes: [1]"Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.
[2]The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 49f. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 4 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,868	148.4	149.5	62.6	1,395	45.4	1,215	70.7	26,853	40.0	1,913	51.2	561	64.3	59,759	73.3	137	60.6
Central Region	27,830	149.2	150.1	64.9	106	56.6	447	82.1	9,149	40.6	642	51.7	277	65.0	17,083	78.0	94	58.5
Alamance	1,468	147.5	149.6	61.3	0	*	13	69.2	425	43.7	39	36.8	6	33.3	983	70.0	2	*
Caswell	275	146.7	145.5	54.9	0	*	0	*	109	53.2	3	*	1	*	162	56.8	0	*
Chatham	512	148.8	149.2	63.5	1	*	3	*	148	41.9	25	36.0	3	*	332	74.7	0	*
Durham	2,156	147.5	147.3	54.3	0	*	35	88.6	1,248	36.9	45	51.1	27	44.4	800	80.3	1	*
Franklin	539	146.2	148.0	54.4	3	*	2	*	225	35.3	8	12.5	2	*	299	69.1	0	*
Granville	543	148.0	148.8	60.6	1	*	4	*	237	43.5	10	40.0	0	*	291	75.3	0	*
Guilford	4,546	148.8	149.8	62.8	35	42.9	84	67.9	1,715	39.9	56	67.9	77	64.9	2,567	78.0	12	41.7
Harnett	1,152	147.1	148.1	58.1	5	80.0	2	*	332	35.8	29	65.5	3	*	777	67.0	3	*
Johnston	1,324	150.2	152.1	72.6	4	*	4	*	280	50.0	59	57.6	7	28.6	970	80.3	0	*
Lee	675	148.4	149.1	63.9	4	*	3	*	175	43.4	64	35.9	8	75.0	421	76.2	0	*
Nash/Rocky Mount	1,326	147.6	148.2	57.7	2	*	8	37.5	692	43.6	25	41.7	1	*	594	75.4	4	*
Orange	498	149.5	150.0	66.2	3	*	5	80.0	109	39.4	11	54.5	6	83.3	364	73.8	0	*
Chapel Hill City	1,230	154.1	155.2	81.1	2	*	74	97.3	233	34.5	10	20.0	5	100.0	904	92.0	0	*
Person	452	147.3	148.9	58.5	3	*	2	*	173	46.5	7	57.1	2	*	265	66.4	0	*
Randolph	1,204	148.6	149.4	65.1	8	50.0	6	83.3	62	30.6	20	50.0	6	33.3	1,102	67.5	0	*
Asheboro City	341	149.6	150.0	68.9	0	*	6	66.7	64	37.5	15	53.3	1	*	255	78.0	0	*
Rockingham	1,094	147.7	147.7	58.7	4	*	3	*	268	39.2	21	42.9	5	60.0	793	65.7	0	*
Vance	555	144.0	144.6	41.5	1	*	0	*	342	28.2	11	63.6	1	*	200	62.5	0	*
Wake	6,852	151.6	152.6	74.9	18	72.2	191	85.3	4,671	43.7	147	63.7	107	72.9	4,617	86.5	72	61.1
Warren	220	146.3	147.2	54.5	11	54.5	0	*	170	50.6	3	*	0	*	36	72.2	0	*
Wilson	868	146.6	148.1	53.9	1	*	2	*	471	37.9	34	42.4	9	66.7	351	76.1	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than fi

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 50a. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 5 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	90,773	153.0	156.4	63.7	1,289	45.6	1,322	73.1	25,919	41.1	1,768	51.3	517	65.4	59,812	74.0	107	62.6
Western Region	6,846	154.5	158.9	71.7	70	65.7	41	82.9	441	40.1	89	50.6	31	58.1	6,173	74.4	1	*
Buncombe	1,828	155.1	160.0	74.2	8	75.0	15	80.0	96	41.7	17	82.4	12	50.0	1,680	76.1	0	*
Asheville City	310	153.5	155.2	59.7	0	*	4	*	123	34.1	11	54.5	2	*	170	77.6	0	*
Cherokee	265	153.2	156.5	68.7	2	*	1	*	3	*	3	*	2	*	254	68.9	0	*
Clay	89	156.0	160.3	79.8	0	*	0	*	0	*	1	*	1	*	87	79.3	0	*
Graham	90	152.5	156.6	67.8	13	53.8	0	*	0	*	0	*	1	*	76	69.7	0	*
Haywood	569	153.9	157.7	66.6	4	*	0	*	7	14.3	5	40.0	1	*	552	67.6	0	*
Henderson	818	154.8	157.9	70.2	1	*	9	88.9	43	34.9	27	44.4	6	50.0	731	73.2	1	*
Jackson	258	154.3	157.8	70.8	23	78.3	0	*	1	*	1	*	0	*	233	70.7	0	*
Macon	286	155.2	159.6	78.0	0	*	3	*	2	*	1	*	0	*	280	78.2	0	*
Madison	163	154.5	159.0	71.8	0	*	0	*	1	*	0	*	0	*	162	72.2	0	*
McDowell	448	153.3	159.1	70.8	0	*	6	66.7	19	52.6	5	0.0	0	*	418	72.5	0	*
Mitchell	182	155.1	157.3	71.4	0	*	0	*	1	*	0	*	0	*	181	71.8	0	*
Polk	170	155.2	159.8	73.5	0	*	2	*	14	50.0	8	50.0	0	*	146	76.7	0	*
Rutherford	781	152.2	157.8	65.0	0	*	1	*	117	41.0	8	0.0	4	*	651	70.2	0	*
Swain	117	156.1	161.3	78.6	19	63.2	0	*	0	*	0	*	0	*	98	81.6	0	*
Transylvania	294	158.7	165.2	91.8	0	*	0	*	13	84.6	2	*	2	*	277	92.1	0	*
Yancey	178	155.6	159.1	77.5	0	*	0	*	1	*	0	*	0	*	177	77.4	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 50b. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems

Grade 5 Reading and Mathematics

Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	90,773	153.0	156.4	63.7	1,289	45.6	1,322	73.1	25,919	41.1	1,768	51.3	517	65.4	59,812	74.0	107	62.6
Northwest Region	13,853	153.4	156.9	65.4	11	36.4	259	54.1	2,062	41.0	260	47.8	46	65.2	11,201	70.6	13	61.5
Alexander	379	153.4	155.4	62.0	0	*	7	14.3	21	28.6	5	100.0	0	*	346	64.5	0	*
Alleghany	99	155.0	161.5	76.8	0	*	0	*	4	*	1	*	0	*	94	76.6	0	*
Ashe	251	153.7	159.9	72.5	0	*	4	*	1	*	1	*	0	*	245	72.2	0	*
Avery	179	154.5	158.5	74.2	0	*	1	*	1	*	0	*	0	*	177	73.9	0	*
Burke	1,023	153.9	157.2	66.7	0	*	80	47.5	70	38.6	13	61.5	1	*	858	71.0	1	*
Caldwell	834	152.9	155.7	63.7	0	*	2	*	57	33.3	3	*	3	*	768	65.9	1	*
Catawba	1,087	153.0	157.2	64.6	0	*	36	38.9	54	44.4	14	35.7	8	75.0	972	66.9	3	*
Hickory City	344	153.4	157.2	66.0	0	*	23	56.5	80	40.0	4	*	1	*	236	76.7	0	*
Newton-Conover	180	152.4	157.5	61.1	0	*	10	60.0	29	41.4	6	33.3	1	*	134	66.4	0	*
Davidson	1,346	153.1	155.6	64.1	2	*	8	62.5	29	44.8	2	*	6	33.3	1,295	64.8	4	*
Lexington City	235	150.8	154.7	54.9	2	*	14	42.9	109	50.5	11	45.5	2	*	97	60.8	0	*
Thomasville City	156	149.9	152.2	47.4	0	*	1	*	81	40.7	3	*	0	*	71	56.3	0	*
Davie	373	153.6	157.6	67.6	0	*	2	*	33	33.3	5	40.0	1	*	332	71.4	0	*
Forsyth	3,086	154.0	157.1	66.3	3	*	40	75.0	1,095	42.2	90	48.9	17	64.7	1,839	81.5	1	*
Iredell-Statesville	1,099	152.4	155.7	59.3	4	*	17	64.7	201	32.3	23	52.2	1	*	853	65.9	0	*
Mooresville City	251	152.4	155.1	60.2	0	*	3	*	50	24.0	0	*	0	*	198	69.2	0	*
Stokes	528	152.7	156.5	65.7	0	*	0	*	34	44.1	10	50.0	2	*	482	67.4	0	*
Surry	566	153.7	158.0	69.1	0	*	0	*	28	53.6	24	37.5	0	*	514	71.4	0	*
Elkin City	68	154.0	159.1	64.7	0	*	1	*	5	40.0	1	*	0	*	61	65.6	0	*
Mount Airy City	147	154.5	159.4	68.7	0	*	3	*	20	50.0	0	*	0	*	124	73.4	0	*
Watauga	407	156.2	161.2	77.8	0	*	2	*	7	85.7	4	*	0	*	394	78.1	0	*
Wilkes	771	152.7	156.9	65.1	0	*	3	*	36	34.3	7	71.4	2	*	721	66.3	2	*
Yadkin	444	154.2	157.3	71.3	0	*	2	*	17	52.9	33	46.4	1	*	390	74.1	1	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 50c. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 5 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	90,773	153.0	156.4	63.7	1,289	45.6	1,322	73.1	25,919	41.1	1,768	51.3	517	65.4	59,812	74.0	107	62.6
Southwest Region	19,455	152.3	155.8	61.0	181	38.9	360	66.4	5,528	35.9	337	54.3	67	61.2	12,971	72.1	14	42.9
Anson	289	149.0	153.7	46.7	0	*	2	*	186	32.3	2	*	0	*	98	73.5	1	*
Cabarrus	1,286	154.6	159.1	73.6	8	87.5	3	*	143	35.7	22	63.6	3	*	1,106	78.5	1	*
Kannapolis City	323	151.0	154.6	55.3	0	*	3	*	90	39.8	9	77.8	1	*	220	60.7	0	*
Cleveland	681	151.7	157.7	64.9	0	*	1	*	145	47.9	3	*	2	*	530	69.6	0	*
Kings Mountain	315	154.3	160.8	77.1	1	*	7	85.7	61	70.5	1	*	6	83.3	239	78.7	0	*
Shelby	242	150.6	157.0	56.2	0	*	0	*	122	30.3	2	*	2	*	116	81.9	0	*
Gaston	2,326	151.9	155.1	60.6	10	20.0	22	63.6	433	38.8	22	40.9	13	69.2	1,818	66.1	8	62.5
Hoke	431	148.5	151.3	44.4	72	38.0	7	71.4	208	32.2	9	77.8	2	*	133	63.2	0	*
Lincoln	700	152.6	157.2	64.6	0	*	4	*	61	44.3	20	80.0	3	*	612	66.3	0	*
Mecklenburg	7,045	152.2	155.3	58.9	19	31.6	251	69.3	2,734	34.1	156	50.6	18	38.9	3,866	76.2	1	*
Montgomery	289	151.3	153.2	56.4	0	*	6	50.0	81	24.7	25	52.0	0	*	177	71.8	0	*
Moore	761	153.7	156.1	65.8	5	100.0	2	*	185	40.5	9	55.6	1	*	559	73.9	0	*
Richmond	556	152.0	155.6	59.9	6	16.7	5	80.0	185	39.5	12	33.3	1	*	347	72.0	0	*
Rowan	1,469	151.6	155.0	57.8	0	*	15	53.3	316	34.2	15	33.3	7	42.9	1,113	65.1	3	*
Scotland	516	149.6	152.8	49.7	56	35.7	1	*	227	38.1	1	*	1	*	230	63.9	0	*
Stanly	738	154.1	157.0	68.0	2	*	25	44.0	106	40.6	4	*	0	*	601	73.9	0	*
Union	1,488	153.8	157.0	66.7	2	*	6	83.3	242	35.5	25	56.0	7	71.4	1,206	73.2	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 50d. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 5 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	90,773	153.0	156.4	63.7	1,289	45.6	1,322	73.1	25,919	41.1	1,768	51.3	517	65.4	59,812	74.0	107	62.6
Northeast Region	6,421	151.5	155.1	57.9	41	61.0	25	80.0	3,192	43.2	46	60.9	9	44.4	3,106	72.8	2	*
Beaufort	519	151.8	157.6	61.3	0	*	2	*	188	45.7	5	60.0	0	*	324	70.4	0	*
Bertie	281	148.7	153.0	48.6	1	*	1	*	229	43.7	0	*	0	*	50	69.4	0	*
Camden	112	154.6	156.5	70.5	0	*	0	*	22	45.5	0	*	0	*	90	76.7	0	*
Chowan	198	149.7	152.6	46.0	0	*	0	*	109	33.9	0	*	0	*	89	60.7	0	*
Currituck	258	153.7	157.2	67.8	0	*	0	*	23	56.5	1	*	0	*	234	68.8	0	*
Dare	324	156.1	159.6	79.6	1	*	1	*	8	75.0	5	100.0	0	*	309	79.3	0	*
Edgecombe	563	150.2	153.3	51.3	0	*	1	*	312	41.3	5	100.0	0	*	245	62.9	0	*
Gates	164	152.7	156.4	70.7	0	*	0	*	73	61.6	0	*	0	*	91	78.0	0	*
Halifax	394	151.5	156.3	62.2	28	60.7	0	*	344	61.3	0	*	2	*	20	80.0	0	*
Roanoke Rapids	266	153.4	157.5	67.7	1	*	5	80.0	45	35.6	1	*	1	*	213	74.6	0	*
Weldon City	76	147.9	152.3	47.4	0	*	0	*	71	47.9	0	*	0	*	5	40.0	0	*
Hertford	319	149.7	151.6	45.0	7	57.1	0	*	237	36.3	2	*	0	*	71	71.4	2	*
Hyde	56	149.5	153.3	48.2	0	*	0	*	27	22.2	0	*	0	*	29	72.4	0	*
Martin	330	151.9	153.7	54.8	0	*	1	*	175	38.9	1	*	0	*	153	73.2	0	*
Northampton	283	148.0	151.9	40.8	0	*	0	*	228	35.7	1	*	0	*	54	63.0	0	*
Pasquotank	479	151.5	155.8	59.1	0	*	3	*	228	43.0	4	*	1	*	243	74.5	0	*
Perquimans	160	151.4	154.7	51.3	0	*	1	*	63	30.2	0	*	0	*	96	65.6	0	*
Pitt	1,417	151.9	155.5	60.0	3	*	10	90.0	682	41.7	20	50.0	5	60.0	697	77.8	0	*
Tyrrell	60	151.1	152.9	58.3	0	*	0	*	30	36.7	0	*	0	*	30	80.0	0	*
Washington	162	150.0	152.9	47.5	0	*	0	*	98	38.8	1	*	0	*	63	61.9	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.
[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 50e. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 5 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	90,773	153.0	156.4	63.7	1,289	45.6	1,322	73.1	25,919	41.1	1,768	51.3	517	65.4	59,812	74.0	107	62.6
Southeast Region	16,861	152.2	155.1	59.9	870	41.0	169	78.6	5,980	43.8	434	54.9	79	55.7	9,312	71.9	16	75.0
Bladen	406	150.7	152.7	49.6	4	•	1	•	204	36.8	4	•	1	•	192	64.9	0	•
Brunswick	746	151.1	153.4	53.2	3	•	2	•	156	37.2	3	•	4	•	577	57.5	1	•
Carteret	650	153.2	155.7	64.8	1	•	6	40.0	73	41.7	9	37.5	3	•	558	68.4	0	•
Columbus	555	150.3	153.7	50.1	33	48.5	1	•	226	34.5	3	•	0	•	292	62.7	0	•
Whiteville City	205	153.7	158.9	69.3	4	•	1	•	84	51.2	1	•	0	•	115	80.9	0	•
Craven	1,130	155.0	157.1	72.3	2	•	6	100.0	374	57.6	15	57.1	2	•	731	79.8	0	•
Cumberland	4,095	152.5	155.5	61.2	67	50.7	69	87.0	1,793	48.0	185	66.5	24	45.8	1,957	72.5	0	•
Duplin	592	151.4	155.5	56.6	1	•	0	•	227	43.1	40	28.9	0	•	324	69.4	0	•
Greene	224	148.6	152.8	44.2	0	•	0	•	122	35.2	13	46.2	0	•	89	56.2	0	•
Jones	103	152.4	154.0	62.1	0	•	0	•	43	58.1	1	•	0	•	59	66.1	0	•
Lenoir	744	152.1	155.6	60.2	0	•	2	•	371	45.0	15	60.0	0	•	356	75.8	0	•
New Hanover	1,521	154.4	157.9	69.1	8	50.0	12	66.7	432	42.5	11	63.6	8	37.5	1,050	80.6	0	•
Onslow	1,534	153.3	156.2	67.2	2	•	40	75.0	357	50.1	47	68.1	12	66.7	1,066	72.3	10	100.0
Pamlico	139	153.3	159.7	68.3	1	•	1	•	36	47.2	1	•	0	•	100	76.0	0	•
Pender	430	152.5	155.9	63.0	0	•	0	•	128	40.6	7	71.4	0	•	295	72.5	0	•
Robeson	1,678	148.0	150.6	40.6	722	39.1	5	60.0	513	27.7	16	25.0	19	57.9	399	59.4	3	•
Sampson	521	152.2	155.0	61.1	9	33.3	1	•	162	45.7	32	40.6	2	•	315	71.6	0	•
Clinton City	183	152.1	154.5	61.2	13	53.8	0	•	83	47.0	4	•	1	•	80	80.0	2	•
Wayne	1,405	151.9	154.9	58.4	0	•	22	68.2	596	39.7	27	44.4	3	•	757	73.5	0	•

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.
[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 50f. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 5 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	90,773	153.0	156.4	63.7	1,289	45.6	1,322	73.1	25,919	41.1	1,768	51.3	517	65.4	59,812	74.0	107	62.6
Central Region	27,337	153.8	157.2	66.3	116	74.1	468	85.7	8,719	41.9	602	48.0	285	70.5	17,049	78.9	61	62.3
Alamance	1,385	152.5	157.1	63.2	0	*	10	70.0	357	41.5	24	54.2	9	44.4	984	71.6	1	*
Caswell	299	150.4	153.3	54.0	0	*	0	*	131	42.7	2	*	2	*	164	63.2	0	*
Chatham	515	153.3	156.4	65.8	2	*	0	*	113	31.9	26	30.8	0	*	374	78.3	0	*
Durham	2,196	152.2	155.3	59.6	0	*	45	86.7	1,245	43.0	51	47.1	18	55.6	831	83.7	6	66.7
Franklin	545	150.5	153.4	54.5	1	*	0	*	225	33.8	13	30.8	2	*	304	70.4	0	*
Granville	609	152.6	155.2	63.1	0	*	3	*	230	48.3	6	83.3	1	*	369	71.5	0	*
Guilford	4,415	153.9	157.1	66.5	29	69.0	101	65.3	1,583	44.1	58	58.6	67	71.6	2,571	80.3	6	66.7
Harnett	1,111	151.8	153.9	56.4	8	75.0	7	71.4	321	34.9	41	43.9	6	83.3	723	66.4	5	20.0
Johnston	1,314	154.3	158.1	71.3	8	62.5	3	*	277	45.1	50	38.0	7	100.0	969	80.3	0	*
Lee	661	152.5	156.6	63.4	4	*	10	100.0	188	44.1	53	28.3	6	66.7	400	76.0	0	*
Nash/Rocky Mount	1,235	152.8	156.8	64.0	4	*	12	83.3	661	50.1	19	52.6	3	*	536	81.0	0	*
Orange	437	154.3	157.0	71.3	2	*	2	*	88	43.2	11	54.5	4	*	330	79.3	0	*
Chapel Hill City	1,276	159.5	163.8	84.5	2	*	86	100.0	220	34.9	26	76.9	13	84.6	927	95.0	0	*
Person	430	152.9	156.8	61.2	3	*	2	*	152	36.8	7	71.4	2	*	264	74.2	0	*
Randolph	1,197	152.4	155.9	65.0	6	83.3	2	*	64	42.2	28	39.3	3	*	1,093	66.9	1	*
Asheboro City	313	153.8	156.3	65.8	0	*	4	*	49	53.1	15	60.0	1	*	244	68.4	0	*
Rockingham	1,047	151.6	154.1	56.7	2	*	1	*	244	31.3	13	38.5	5	60.0	782	64.8	0	*
Vance	546	149.9	153.3	50.4	2	*	0	*	340	37.6	2	*	3	*	199	70.9	0	*
Wake	6,701	155.9	159.5	74.1	27	77.8	175	90.3	1,601	41.9	123	52.8	132	71.2	4,567	85.6	41	65.9
Warren	234	150.6	152.9	50.9	16	62.5	0	*	166	42.2	1	*	0	*	51	74.5	0	*
Wilson	871	150.8	154.8	53.9	0	*	5	80.0	464	37.7	33	42.4	1	*	367	74.9	1	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than fi

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 51a. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems

Grade 6 Reading and Mathematics

Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,667	155.6	162.0	60.8	1,294	41.1	1,281	71.5	26,632	36.4	1,718	47.7	507	59.2	60,046	72.2	158	59.2
Western Region	6,967	157.6	165.2	70.9	60	56.7	43	67.4	450	38.1	82	50.0	17	58.8	6,313	73.7	2	*
Buncombe	1,819	158.3	167.2	74.0	9	44.4	14	85.7	79	45.6	20	60.0	4	*	1,693	75.6	0	*
Asheville City	340	156.1	162.4	58.2	0	*	1	*	148	31.1	6	50.0	1	*	184	79.9	0	*
Cherokee	253	158.4	164.7	72.3	4	*	0	*	8	50.0	2	*	4	*	234	73.5	1	*
Clay	104	157.2	167.3	71.2	0	*	0	*	0	*	0	*	1	*	103	70.9	0	*
Graham	87	155.2	157.7	62.1	5	60.0	0	*	0	*	0	*	0	*	82	62.2	0	*
Haywood	580	157.2	165.6	71.2	3	*	0	*	12	50.0	4	*	1	*	560	71.7	0	*
Henderson	842	158.5	164.3	73.1	0	*	6	50.0	48	40.4	30	40.0	3	*	755	76.7	0	*
Jackson	271	157.2	165.0	69.4	17	29.4	0	*	2	*	1	*	0	*	251	72.1	0	*
Macon	314	157.9	163.9	71.3	0	*	2	*	2	*	2	*	0	*	308	71.4	0	*
Madison	174	156.8	162.7	67.2	0	*	0	*	0	*	0	*	0	*	174	67.2	0	*
McDowell	454	157.1	166.1	73.8	0	*	13	53.8	21	66.7	0	*	1	*	419	74.9	0	*
Mitchell	205	155.7	162.5	63.4	0	*	0	*	0	*	2	*	0	*	203	63.1	0	*
Polk	185	157.9	164.1	68.1	1	*	0	*	14	35.7	3	*	0	*	167	71.9	0	*
Rutherford	751	154.9	162.1	60.7	0	*	5	40.0	97	30.9	9	44.4	2	*	637	65.6	1	*
Swain	109	158.1	166.1	81.7	21	76.2	1	*	0	*	2	*	0	*	85	83.5	0	*
Transylvania	297	161.0	170.4	86.5	0	*	1	*	15	60.0	1	*	0	*	280	87.9	0	*
Yancey	182	158.5	166.5	73.1	0	*	0	*	4	*	0	*	0	*	178	74.2	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 51b. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 6 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,667	155.6	162.0	60.8	1,294	41.1	1,281	71.5	26,632	36.4	1,718	47.7	507	59.2	60,046	72.2	158	59.2
Northwest Region	14,170	156.0	162.9	63.6	12	66.7	250	53.6	2,140	35.9	261	40.2	64	59.4	11,430	69.6	13	23.1
Alexander	378	156.3	162.1	66.8	0	*	8	25.0	20	40.0	5	60.0	0	*	345	69.4	0	*
Alleghany	128	156.6	164.7	71.1	0	*	0	*	1	*	0	*	0	*	127	71.7	0	*
Ashe	262	156.3	165.5	68.3	0	*	0	*	2	*	3	*	0	*	257	68.9	0	*
Avery	192	156.3	162.8	65.1	0	*	0	*	1	*	2	*	0	*	189	65.6	0	*
Burke	1,049	156.8	163.3	66.7	0	*	93	50.5	60	55.0	16	56.3	3	*	874	69.5	3	*
Caldwell	896	155.4	163.2	65.6	0	*	5	80.0	58	46.6	7	57.1	2	*	824	66.8	0	*
Catawba	1,139	156.1	163.4	65.1	0	*	41	53.7	68	27.9	21	38.1	3	*	1,003	68.9	3	*
Hickory City	272	156.6	162.3	57.2	0	*	17	23.5	64	26.6	5	40.0	0	*	186	71.4	0	*
Newton-Conover	216	154.9	163.0	61.4	0	*	12	58.3	36	13.9	9	22.2	0	*	158	74.5	1	*
Davidson	1,466	156.0	162.5	63.6	1	*	11	81.8	31	48.4	7	57.1	4	*	1,406	64.0	6	16.7
Lexington City	236	153.1	161.2	47.0	0	*	15	26.7	120	39.2	9	22.2	3	*	89	64.0	0	*
Thomasville City	146	153.6	162.0	55.5	1	*	2	*	70	50.0	2	*	0	*	71	60.6	0	*
Davie	397	156.9	164.5	67.5	1	*	1	*	35	28.6	8	37.5	2	*	350	72.6	0	*
Forsyth	3,084	155.6	161.7	59.0	5	60.0	18	83.3	1,175	34.4	72	37.5	33	66.7	1,781	75.8	0	*
Iredell-Statesville	1,143	155.4	162.5	61.5	1	*	15	53.3	223	30.5	14	35.7	4	*	886	69.9	0	*
Mooresville City	296	158.5	163.4	73.0	0	*	2	*	61	41.0	2	*	0	*	231	81.0	0	*
Stokes	546	154.2	161.7	56.2	3	*	1	*	21	23.8	9	33.3	4	*	508	57.9	0	*
Surry	549	157.4	165.3	71.9	0	*	2	*	17	64.7	27	37.0	4	*	499	74.3	0	*
Elkin City	65	158.0	166.0	72.3	0	*	0	*	5	20.0	1	*	0	*	59	78.0	0	*
Mount Airy City	166	158.8	167.2	74.1	0	*	1	*	15	46.7	3	*	0	*	147	77.6	0	*
Watauga	366	159.0	166.7	78.3	0	*	2	*	3	*	1	*	0	*	360	78.2	0	*
Wilkes	771	155.7	163.3	64.3	0	*	4	*	40	52.5	12	58.3	0	*	715	65.1	0	*
Yadkin	407	156.3	162.8	64.4	0	*	0	*	14	42.9	26	38.5	2	*	365	67.1	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 51c. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 6 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,667	155.6	162.0	60.8	1,294	41.1	1,281	71.5	26,632	36.4	1,718	47.7	507	59.2	60,046	72.2	158	59.2
Southwest Region	19,220	155.0	161.5	58.3	169	35.5	371	67.3	5,595	33.1	338	49.6	56	60.7	12,677	69.7	14	57.1
Anson	339	152.8	160.8	50.1	1	*	2	*	198	34.8	2	*	0	*	136	72.8	0	*
Cabarrus	1,358	158.1	165.7	74.4	7	42.9	5	100.0	177	46.9	15	46.7	1	*	1,153	79.1	0	*
Kannapolis City	281	153.9	161.7	55.5	1	*	2	*	80	42.5	7	28.6	1	*	190	62.6	0	*
Cleveland	610	153.7	162.6	54.4	0	*	1	*	130	24.6	7	42.9	3	*	469	62.7	0	*
Kings Mountain	334	155.3	163.0	64.6	0	*	8	87.5	82	50.0	7	42.9	1	*	236	69.4	0	*
Shelby	230	155.3	162.2	55.7	0	*	0	*	106	32.1	1	*	0	*	123	75.6	0	*
Gaston	2,345	154.7	161.3	57.8	15	33.3	29	75.9	403	36.4	18	77.8	21	66.7	1,853	62.0	6	50.0
Hoke	444	152.4	158.4	47.3	54	27.8	3	*	214	33.8	13	46.2	3	*	157	71.2	0	*
Lincoln	739	155.0	162.1	62.2	2	*	4	*	69	34.8	17	47.1	6	50.0	641	65.3	0	*
Mecklenburg	6,706	154.6	161.4	56.2	26	50.0	256	65.1	2,685	31.5	147	50.0	3	*	3,588	74.2	1	*
Montgomery	346	153.2	157.7	47.4	0	*	13	61.5	95	24.2	21	38.1	0	*	217	57.6	0	*
Moore	751	156.3	161.2	61.4	9	11.1	1	*	194	38.1	18	61.1	1	*	528	70.6	0	*
Richmond	623	155.4	161.2	60.6	5	80.0	5	80.0	240	47.5	7	42.9	0	*	366	69.0	0	*
Rowan	1,417	154.3	159.2	53.0	0	*	16	43.8	324	26.0	26	48.0	3	*	1,043	61.6	5	60.0
Scotland	505	152.7	158.7	47.8	40	37.5	3	*	218	30.7	1	*	0	*	243	64.0	0	*
Stanly	714	156.2	164.1	66.7	1	*	17	58.8	99	41.4	5	60.0	2	*	590	71.4	0	*
Union	1,478	156.3	161.8	63.2	8	25.0	6	100.0	281	23.8	26	40.0	11	54.5	1,144	73.3	2	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 51d. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 6 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,667	155.6	162.0	60.8	1,294	41.1	1,281	71.5	26,632	36.4	1,718	47.7	507	59.2	60,046	72.2	158	59.2
Northeast Region	6,783	153.6	159.3	51.2	40	47.5	24	79.2	3,497	33.1	50	48.0	14	42.9	3,156	71.1	2	•
Beaufort	605	153.7	159.8	49.4	0	•	3	•	275	26.5	4	•	0	•	323	69.0	0	•
Bertie	319	150.9	155.7	38.2	0	•	0	•	253	33.2	0	•	1	•	65	58.5	0	•
Camden	89	157.0	161.0	68.5	0	•	0	•	18	44.4	0	•	0	•	71	74.6	0	•
Chowan	195	155.7	161.8	62.6	0	•	0	•	92	46.7	0	•	1	•	102	77.5	0	•
Currituck	242	157.1	162.8	70.7	3	•	1	•	18	55.6	4	•	2	•	214	71.0	0	•
Dare	352	158.5	164.7	74.9	1	•	0	•	14	42.9	7	57.1	1	•	329	76.8	0	•
Edgecombe	563	153.5	159.1	52.0	0	•	2	•	319	37.3	3	•	1	•	238	72.2	0	•
Gates	170	154.2	158.3	52.9	0	•	0	•	82	39.0	2	•	0	•	86	66.3	0	•
Halifax	467	148.1	154.7	28.1	28	42.9	0	•	402	26.9	4	•	0	•	33	27.3	0	•
Roanoke Rapids	249	155.1	162.9	55.4	2	•	4	•	52	34.6	2	•	0	•	189	60.3	0	•
Weldon City	67	149.3	156.6	31.3	0	•	0	•	64	31.3	0	•	0	•	3	•	0	•
Hertford	345	149.1	153.6	29.9	1	•	0	•	252	19.5	2	•	2	•	88	58.0	0	•
Hyde	49	152.9	162.0	49.0	0	•	0	•	25	28.0	0	•	0	•	24	70.8	0	•
Martin	363	152.6	157.4	43.6	1	•	0	•	203	26.2	3	•	1	•	155	66.5	0	•
Northampton	283	151.9	159.2	43.8	3	•	1	•	213	37.6	0	•	0	•	66	65.2	0	•
Pasquotank	472	155.2	161.1	60.8	0	•	4	•	208	42.8	1	•	3	•	256	75.0	0	•
Perquimans	146	151.6	157.7	47.9	0	•	0	•	65	32.3	0	•	0	•	81	60.5	0	•
Pitt	1,542	154.9	160.1	55.9	1	•	8	87.5	778	35.0	15	40.0	2	•	736	78.2	2	•
Tyrrell	61	155.7	161.1	63.9	0	•	0	•	30	46.7	1	•	0	•	30	80.0	0	•
Washington	204	151.8	158.3	45.1	0	•	1	•	134	38.8	2	•	0	•	67	58.2	0	•

Notes: [1]"Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2]The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 51e. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 6 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,667	155.6	162.0	60.8	1,294	41.1	1,281	71.5	26,632	36.4	1,718	47.7	507	59.2	60,046	72.2	158	59.2
Southeast Region	17,023	154.9	160.7	57.8	888	39.2	150	78.7	6,154	40.6	443	53.7	89	57.3	9,272	70.8	26	53.8
Bladen	397	153.4	158.9	50.4	0	*	0	*	179	34.1	4	*	0	*	214	64.0	0	*
Brunswick	758	154.2	162.0	56.2	9	77.8	1	*	173	38.7	5	20.0	3	*	567	61.6	0	*
Carteret	646	155.8	162.7	63.7	3	*	2	*	63	27.0	6	50.0	4	*	568	68.0	0	*
Columbus	601	151.9	157.0	44.3	35	40.0	0	*	266	35.3	7	0.0	0	*	293	54.1	0	*
Whiteville City	225	154.9	159.6	52.4	2	*	0	*	88	33.0	1	*	2	*	132	66.7	0	*
Craven	1,124	157.0	162.5	67.3	5	100.0	8	87.5	387	48.2	22	59.1	0	*	702	77.6	0	*
Cumberland	3,809	155.7	159.8	58.5	65	51.6	57	80.7	1,720	43.7	167	64.2	16	62.5	1,784	71.8	0	*
Duplin	624	155.6	160.8	58.8	2	*	0	*	239	40.6	50	37.8	1	*	331	75.5	0	*
Greene	290	151.3	158.6	47.4	0	*	0	*	149	33.6	14	35.7	1	*	126	65.6	0	*
Jones	110	152.3	156.6	42.2	0	*	0	*	57	29.8	3	*	1	*	49	58.3	0	*
Lenoir	813	153.2	161.1	54.3	0	*	1	*	432	42.0	9	11.1	3	*	367	69.5	1	*
New Hanover	1,549	157.1	165.1	69.3	10	50.0	22	68.2	411	42.8	7	28.6	5	80.0	1,094	79.5	0	*
Onslow	1,638	156.0	162.6	65.4	3	*	38	68.4	405	49.6	52	71.2	29	72.4	1,096	71.0	15	53.3
Pamlico	167	156.4	163.4	62.9	2	*	0	*	50	44.0	0	*	1	*	114	71.1	0	*
Pender	420	155.2	161.6	62.4	0	*	0	*	137	43.8	4	*	0	*	279	71.3	0	*
Robeson	1,651	151.0	156.8	40.1	737	37.0	2	*	507	28.0	17	41.2	17	35.3	363	62.8	8	50.0
Sampson	536	155.4	161.0	60.9	8	50.0	1	*	167	38.6	36	52.8	2	*	321	73.5	1	*
Clinton City	167	153.9	161.3	61.4	4	*	2	*	77	46.1	2	*	1	*	80	77.5	1	*
Wayne	1,498	154.8	160.1	55.9	3	*	16	93.8	647	38.4	37	43.2	3	*	792	70.1	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 51f. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 6 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	91,667	155.6	162.0	60.8	1,294	41.1	1,281	71.5	26,632	36.4	1,718	47.7	507	59.2	60,046	72.2	158	59.2
Central Region	27,503	156.3	162.6	62.9	125	50.4	443	82.6	8,796	36.9	544	44.9	267	60.4	17,197	76.3	101	66.0
Alamance	1,450	154.6	160.4	58.7	0	*	9	88.9	384	38.9	35	40.0	5	20.0	1,005	66.6	12	75.0
Caswell	262	152.9	160.4	52.1	1	*	0	*	118	38.1	2	*	1	*	140	65.5	0	*
Chatham	522	155.3	161.1	59.0	3	*	1	*	137	32.4	26	42.3	7	28.6	346	71.5	2	*
Durham	2,144	154.1	160.2	52.2	0	*	28	78.6	1,228	31.8	42	38.1	16	62.5	826	82.3	4	*
Franklin	538	154.6	162.0	59.4	4	*	2	*	233	37.5	5	20.0	2	*	292	77.1	0	*
Granville	563	156.8	162.3	67.1	1	*	3	*	194	54.1	6	33.3	1	*	358	74.4	0	*
Guilford	4,375	156.1	162.2	61.8	28	46.4	119	69.7	1,593	37.9	47	57.4	81	60.5	2,485	77.0	22	61.9
Harnett	1,152	155.1	160.8	57.3	18	50.0	5	80.0	321	35.3	31	48.4	9	44.4	768	66.9	0	*
Johnston	1,275	156.5	163.3	65.2	1	*	4	*	271	39.9	38	50.0	3	*	958	72.9	0	*
Lee	661	155.3	162.8	63.5	2	*	6	50.0	183	42.1	49	46.9	6	50.0	412	74.9	3	*
Nash/Rocky Mount	1,264	154.4	160.5	55.3	3	*	14	57.1	669	39.0	23	34.8	0	*	555	75.6	0	*
Orange	473	156.4	162.0	64.1	2	*	1	*	91	38.5	13	23.1	3	*	361	72.6	2	*
Chapel Hill City	1,286	161.7	170.0	83.3	6	100.0	78	92.3	211	39.3	18	66.7	4	*	967	92.5	0	*
Person	389	156.7	163.4	65.3	2	*	0	*	122	45.1	4	*	0	*	261	75.5	0	*
Randolph	1,271	155.3	160.2	58.7	6	33.3	2	*	51	21.6	39	31.6	2	*	1,171	61.3	0	*
Asheboro City	289	156.7	163.2	62.8	1	*	3	*	65	27.7	14	35.7	1	*	205	76.0	0	*
Rockingham	1,149	153.4	159.9	53.3	5	40.0	2	*	257	32.7	26	40.0	2	*	857	59.6	0	*
Vance	544	152.4	159.9	48.7	1	*	1	*	356	36.5	3	*	2	*	181	72.4	0	*
Wake	6,715	158.6	165.1	72.1	29	55.2	161	91.3	1,635	37.4	94	48.4	120	66.9	4,592	84.6	56	61.3
Warren	248	152.7	155.2	43.5	12	33.3	0	*	174	36.8	3	*	0	*	59	64.4	0	*
Wilson	933	154.1	160.0	52.1	0	*	4	*	503	33.6	26	58.3	2	*	398	75.1	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than fi

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 52a. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 7 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	89,515	158.2	167.5	60.5	1,318	40.7	1,327	66.8	25,513	35.7	1,658	45.7	499	57.2	59,023	71.9	146	61.6
Western Region	7,024	159.7	170.5	69.7	85	67.1	42	69.0	465	38.2	90	57.8	18	55.6	6,316	72.2	8	75.0
Buncombe	1,778	160.4	172.0	72.6	6	66.7	10	90.0	90	36.7	16	56.3	2	*	1,654	74.6	0	*
Asheville City	308	158.0	169.6	58.3	0	*	1	*	126	32.0	9	55.6	3	*	168	78.6	1	*
Cherokee	298	158.7	167.6	65.8	5	40.0	0	*	5	60.0	0	*	3	*	285	66.3	0	*
Clay	112	162.6	174.6	82.1	2	*	0	*	0	*	0	*	1	*	107	82.2	2	*
Graham	93	158.8	169.5	74.2	10	90.0	0	*	0	*	0	*	0	*	83	72.3	0	*
Haywood	591	159.2	169.8	65.1	1	*	3	*	8	75.0	11	72.7	1	*	567	64.9	0	*
Henderson	853	160.6	172.1	73.8	1	*	7	85.7	54	44.4	34	58.8	3	*	751	76.5	3	*
Jackson	290	160.4	172.3	75.2	33	60.6	1	*	4	*	1	*	0	*	251	77.7	0	*
Macon	331	159.4	168.5	71.4	0	*	3	*	4	*	3	*	0	*	321	71.8	0	*
Madison	189	158.6	168.7	65.4	0	*	0	*	0	*	0	*	0	*	189	65.4	0	*
McDowell	474	158.4	169.0	65.3	1	*	13	38.5	20	42.1	3	*	1	*	436	67.6	0	*
Mitchell	196	160.5	170.8	70.9	0	*	0	*	1	*	2	*	0	*	193	71.0	0	*
Polk	169	160.5	170.0	71.4	0	*	0	*	14	50.0	3	*	2	*	150	73.2	0	*
Rutherford	707	156.5	164.9	53.6	0	*	3	*	110	26.4	6	50.0	2	*	586	58.7	0	*
Swain	133	160.6	169.0	77.4	26	69.2	0	*	1	*	0	*	0	*	106	80.2	0	*
Transylvania	332	162.2	176.2	86.4	0	*	1	*	27	77.8	1	*	0	*	301	87.0	2	*
Yancey	170	162.8	172.7	80.0	0	*	0	*	1	*	1	*	0	*	168	80.4	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 52b. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 7 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**89,515**	**158.2**	**167.5**	**60.5**	**1,318**	**40.7**	**1,327**	**66.8**	**25,513**	**35.7**	**1,658**	**45.7**	**499**	**57.2**	**59,023**	**71.9**	**146**	**61.6**
Northwest Region	**13,809**	**158.5**	**168.3**	**63.6**	**13**	**69.2**	**265**	**54.0**	**1,957**	**35.5**	**217**	**40.5**	**41**	**43.9**	**11,301**	**69.2**	**15**	**40.0**
Alexander	424	157.8	168.1	60.1	1	*	5	20.0	29	44.8	0	*	0	*	389	61.7	0	*
Alleghany	105	159.0	170.6	68.6	0	*	0	*	2	*	1	*	0	*	102	68.6	0	*
Ashe	260	159.5	169.1	66.5	0	*	0	*	1	*	1	*	0	*	258	66.7	0	*
Avery	189	159.6	170.0	72.0	0	*	0	*	0	*	1	*	0	*	188	72.3	0	*
Burke	986	159.1	168.9	65.9	0	*	80	51.3	67	43.3	11	36.4	2	*	824	69.7	2	*
Caldwell	902	158.8	168.4	67.6	0	*	4	*	58	53.4	10	30.0	0	*	829	68.9	1	*
Catawba	1,067	158.1	168.5	65.8	0	*	44	47.7	67	47.8	13	53.8	2	*	940	68.2	1	*
Hickory City	285	159.5	169.4	64.9	0	*	23	52.2	77	33.8	4	*	1	*	180	80.6	0	*
Newton-Conover	165	158.8	171.5	62.4	0	*	8	37.5	23	34.8	6	50.0	0	*	128	69.5	0	*
Davidson	1,454	157.6	167.9	60.7	2	*	5	40.0	34	50.0	8	62.5	1	*	1,401	61.1	3	*
Lexington City	214	154.5	163.4	40.7	0	*	19	47.4	99	26.3	5	0.0	8	62.5	81	58.0	2	*
Thomasville City	141	156.5	165.5	51.8	2	*	2	*	70	31.4	5	60.0	0	*	62	72.6	0	*
Davie	416	158.9	169.7	69.5	0	*	2	*	38	44.7	5	40.0	3	*	366	73.2	2	*
Forsyth	2,844	158.3	167.2	58.2	5	60.0	37	70.3	1,006	32.6	66	42.2	16	43.8	1,713	73.7	1	*
Iredell-Statesville	1,106	158.4	167.8	61.6	2	*	21	47.6	220	30.0	20	40.0	4	*	839	70.9	0	*
Mooresville City	296	159.9	169.4	71.2	0	*	7	71.4	39	23.1	0	*	0	*	250	78.7	0	*
Stokes	580	157.3	166.9	60.5	1	*	0	*	36	47.2	7	57.1	2	*	533	61.5	1	*
Surry	596	158.7	169.0	67.1	0	*	1	*	22	54.5	21	42.9	1	*	550	68.5	1	*
Elkin City	63	163.3	173.9	85.7	0	*	0	*	5	60.0	0	*	0	*	58	87.9	0	*
Mount Airy City	110	159.4	171.1	72.7	0	*	1	*	14	50.0	1	*	0	*	94	75.5	0	*
Watauga	430	162.9	173.4	81.1	0	*	3	*	2	*	3	*	0	*	422	81.2	0	*
Wilkes	765	158.2	169.0	65.2	0	*	2	*	35	51.4	9	11.1	0	*	719	66.4	0	*
Yadkin	411	159.6	168.3	68.6	0	*	1	*	13	69.2	20	30.0	1	*	375	70.7	1	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.
[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 52c. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 7 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	89,515	158.2	167.5	60.5	1,318	40.7	1,327	66.8	25,513	35.7	1,658	45.7	499	57.2	59,023	71.9	146	61.6
Southwest Region	19,091	157.5	166.6	57.2	175	37.9	368	59.0	5,640	30.7	330	42.9	61	53.3	12,501	69.8	16	56.3
Anson	317	154.7	160.8	37.3	0	*	2	*	198	27.9	0	*	0	*	115	53.9	2	*
Cabarrus	1,272	160.7	172.3	75.1	3	*	5	100.0	144	49.3	19	42.1	4	*	1,097	78.9	0	*
Kannapolis City	283	157.4	168.8	59.1	1	*	1	*	87	35.3	6	33.3	1	*	187	70.6	0	*
Cleveland	615	156.9	166.9	59.5	1	*	1	*	128	39.8	2	*	1	*	482	65.1	0	*
Kings Mountain	303	158.4	167.3	64.8	1	*	8	75.0	59	42.4	0	*	2	*	233	70.6	0	*
Shelby	199	155.3	164.9	50.3	0	*	1	*	98	22.4	1	*	0	*	99	76.8	0	*
Gaston	2,256	157.3	165.5	56.0	13	30.8	25	68.0	432	31.1	12	41.7	24	47.8	1,742	62.2	8	75.0
Hoke	440	155.1	162.7	46.7	61	31.1	3	*	209	34.1	14	85.7	2	*	151	66.2	0	*
Lincoln	790	157.3	166.2	56.3	1	*	1	*	67	32.8	27	55.6	1	*	693	58.5	0	*
Mecklenburg	6,759	157.2	166.4	55.3	29	37.9	251	55.7	2,813	29.9	139	40.0	8	62.5	3,517	76.7	2	*
Montgomery	336	156.3	166.3	51.8	1	*	13	61.5	97	28.9	30	36.7	3	*	192	64.6	0	*
Moore	823	158.8	166.9	61.8	9	66.7	2	*	191	35.1	15	26.7	1	*	605	71.1	0	*
Richmond	621	154.7	161.4	41.9	12	45.5	3	*	257	28.0	11	27.3	0	*	338	52.4	0	*
Rowan	1,470	157.0	165.4	54.2	0	*	18	61.1	296	24.7	22	45.5	4	*	1,126	61.9	4	*
Scotland	532	156.2	166.7	51.4	34	29.4	3	*	236	34.0	2	*	1	*	256	70.3	0	*
Stanly	701	159.3	169.5	68.1	4	*	25	44.0	88	33.0	5	80.0	1	*	578	74.3	0	*
Union	1,374	158.6	168.2	64.2	5	60.0	6	66.7	240	23.9	25	43.5	8	50.0	1,090	73.6	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 52d. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 7 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**89,515**	**158.2**	**167.5**	**60.5**	**1,318**	**40.7**	**1,327**	**66.8**	**25,513**	**35.7**	**1,658**	**45.7**	**499**	**57.2**	**59,023**	**71.9**	**146**	**61.6**
Northeast Region	**6,541**	**156.4**	**164.9**	**50.7**	**30**	**41.4**	**31**	**87.1**	**3,345**	**32.0**	**37**	**51.4**	**15**	**60.0**	**3,080**	**70.6**	**1**	*****
Beaufort	532	156.9	165.8	53.6	0	*	4	*	214	29.9	2	*	2	*	310	70.0	0	*
Bertie	270	155.0	160.7	38.1	0	*	1	*	214	29.9	0	*	0	*	55	69.1	0	*
Camden	98	156.3	164.8	51.0	0	*	0	*	17	29.4	0	*	0	*	81	55.6	0	*
Chowan	212	156.4	163.3	48.1	0	*	1	*	100	27.0	2	*	0	*	109	67.0	0	*
Currituck	236	157.7	168.3	61.0	0	*	0	*	25	48.0	0	*	1	*	210	62.4	0	*
Dare	354	161.3	172.5	77.1	0	*	0	*	15	53.3	5	60.0	0	*	334	78.4	0	*
Edgecombe	561	156.0	165.4	50.9	0	*	2	*	335	37.1	2	*	1	*	221	71.0	0	*
Gates	151	157.4	162.7	47.7	0	*	0	*	67	40.3	0	*	0	*	84	53.6	0	*
Halifax	457	151.9	161.7	32.5	23	40.9	0	*	405	31.7	2	*	1	*	26	38.5	0	*
Roanoke Rapids	228	158.5	169.1	67.5	0	*	1	*	37	40.5	2	*	0	*	188	72.3	0	*
Weldon City	96	150.7	156.7	20.8	1	*	0	*	90	17.8	0	*	0	*	4	*	0	*
Hertford	326	153.1	158.5	26.5	3	*	0	*	252	16.7	0	*	3	*	67	62.7	1	*
Hyde	59	157.1	165.9	49.2	0	*	0	*	25	24.0	0	*	0	*	34	67.6	0	*
Martin	377	155.9	164.0	48.0	0	*	2	*	203	33.3	1	*	0	*	171	64.9	0	*
Northampton	278	155.6	164.5	52.2	0	*	0	*	206	44.2	1	*	1	*	70	74.3	0	*
Pasquotank	439	157.2	165.5	55.1	1	*	5	100.0	226	40.2	4	*	1	*	202	69.8	0	*
Perquimans	173	156.4	166.0	52.9	0	*	0	*	66	27.7	2	*	0	*	105	68.6	0	*
Pitt	1,455	157.4	165.8	55.0	1	*	14	85.7	703	31.4	10	30.0	5	80.0	721	77.5	0	*
Tyrrell	58	155.3	163.5	50.0	1	*	1	*	32	31.3	1	*	0	*	23	73.9	0	*
Washington	181	155.1	161.9	40.9	0	*	0	*	113	28.3	3	*	0	*	65	63.1	0	*

Notes: [1]"Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.
[2]The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 52e. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 7 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	89,515	158.2	167.5	60.5	1,318	40.7	1,327	66.8	25,513	35.7	1,658	45.7	499	57.2	59,023	71.9	146	61.6
Southeast Region	16,788	157.6	166.2	57.4	913	37.5	168	75.6	5,955	39.7	440	49.5	118	54.7	9,169	70.9	25	72.0
Bladen	378	157.0	165.6	54.8	0	•	0	•	194	41.8	3	•	0	•	181	68.5	0	•
Brunswick	700	157.7	167.8	59.7	3	•	2	•	187	38.5	9	55.6	2	•	497	68.1	0	•
Carteret	735	158.5	167.7	62.5	0	•	7	57.1	86	23.5	6	83.3	6	50.0	630	67.7	0	•
Columbus	607	155.7	163.7	43.8	29	48.3	0	•	234	27.8	4	•	1	•	339	54.9	0	•
Whiteville City	202	158.6	163.5	55.9	3	•	2	•	79	27.8	0	•	0	•	118	75.4	0	•
Craven	1,118	158.7	167.5	63.5	2	•	12	66.7	343	44.2	18	50.0	4	•	739	72.8	0	•
Cumberland	3,766	158.2	164.6	56.5	75	48.0	81	76.5	1,687	40.8	159	56.0	16	53.3	1,748	71.1	0	•
Duplin	657	157.9	166.6	60.0	0	•	0	•	238	43.0	48	27.1	1	•	370	75.1	0	•
Greene	200	154.0	162.4	42.0	0	•	0	•	121	28.1	9	44.4	0	•	70	65.7	0	•
Jones	85	155.5	160.5	38.8	0	•	0	•	50	44.0	0	•	0	•	35	31.4	0	•
Lenoir	744	157.2	166.6	57.0	0	•	1	•	391	43.4	13	53.8	3	•	334	72.6	2	•
New Hanover	1,576	160.0	171.0	71.0	10	70.0	14	85.7	408	41.7	16	68.8	3	•	1,125	81.6	0	•
Onslow	1,623	158.5	167.0	61.4	1	•	32	65.6	385	40.6	51	66.7	37	73.0	1,099	67.9	18	66.7
Pamlico	148	159.0	170.4	68.2	2	•	1	•	41	41.5	1	•	1	•	102	78.4	0	•
Pender	443	158.0	168.5	62.8	1	•	1	•	159	47.2	9	44.4	0	•	273	72.5	0	•
Robeson	1,758	153.5	162.9	40.8	770	35.7	3	•	529	32.5	19	26.3	37	29.7	395	62.4	5	80.0
Sampson	455	157.2	166.3	55.1	7	42.9	0	•	133	41.4	25	16.0	1	•	289	65.3	0	•
Clinton City	183	158.2	167.5	60.1	8	37.5	0	•	78	39.7	7	42.9	4	•	86	81.4	0	•
Wayne	1,410	157.8	166.5	58.6	2	•	12	100.0	612	42.1	43	48.8	2	•	739	72.0	0	•

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 52f. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 7 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**89,515**	**158.2**	**167.5**	**60.5**	**1,318**	**40.7**	**1,327**	**66.8**	**25,513**	**35.7**	**1,658**	**45.7**	**499**	**57.2**	**59,023**	**71.9**	**146**	**61.6**
Central Region	**26,262**	**158.9**	**168.4**	**63.2**	**102**	**48.5**	**453**	**75.9**	**8,151**	**37.8**	**544**	**44.1**	**246**	**61.6**	**16,656**	**75.9**	**81**	**61.7**
Alamance	1,473	157.7	166.0	57.3	0	*	13	53.8	373	38.2	36	22.2	4	*	1,042	65.2	5	60.0
Caswell	274	157.0	163.7	47.4	1	*	0	*	111	27.0	2	*	0	*	160	61.9	0	*
Chatham	447	159.0	167.3	62.1	2	*	1	*	123	36.1	17	52.9	4	*	300	72.7	0	*
Durham	1,960	157.2	166.3	55.9	0	*	41	68.3	1,074	36.7	45	29.5	13	46.2	781	82.7	6	100.0
Franklin	505	156.7	165.5	54.4	3	*	0	*	202	31.5	6	66.7	0	*	294	69.6	0	*
Granville	500	158.3	166.9	60.6	0	*	0	*	191	39.8	10	60.0	1	*	298	73.8	0	*
Guilford	4,170	158.5	168.0	61.1	32	32.3	120	56.3	1,464	38.9	51	51.0	74	62.0	2,420	75.4	9	33.3
Harnett	1,097	157.4	167.2	56.8	10	20.0	4	*	299	38.1	34	41.2	9	66.7	740	65.5	1	*
Johnston	1,306	159.3	169.6	66.3	0	*	7	71.4	271	43.2	53	41.5	3	*	967	74.0	5	60.0
Lee	679	158.2	169.3	65.8	2	*	4	*	188	45.7	47	40.4	3	*	434	77.1	1	*
Nash/Rocky Mount	1,217	158.2	167.6	60.8	6	66.7	8	87.5	609	44.3	27	40.7	5	60.0	560	79.2	2	*
Orange	429	158.9	167.7	64.8	1	*	0	*	114	34.2	6	33.3	5	60.0	302	76.8	1	*
Chapel Hill City	1,262	164.5	174.5	82.4	2	*	74	94.6	205	34.1	26	76.9	2	*	952	92.0	0	*
Person	414	158.3	167.8	64.0	1	*	0	*	140	37.9	3	*	0	*	270	77.4	0	*
Randolph	1,238	157.6	164.4	54.3	9	33.3	4	*	60	23.3	21	28.6	4	*	1,140	56.4	0	*
Asheboro City	295	158.7	168.3	64.7	1	*	5	60.0	49	39.6	10	40.0	0	*	229	71.8	1	*
Rockingham	1,040	157.5	165.2	54.2	5	40.0	4	*	251	32.5	16	37.5	1	*	763	61.6	0	*
Vance	461	156.4	163.6	48.7	1	*	1	*	261	32.7	8	25.0	2	*	188	71.5	0	*
Wake	6,356	161.0	171.8	73.4	19	52.6	166	84.3	1,502	40.2	110	54.1	116	59.1	4,365	85.5	50	64.0
Warren	247	153.2	160.6	37.7	7	100.0	0	*	186	29.6	2	*	0	*	52	59.6	0	*
Wilson	892	155.9	165.6	49.8	0	*	1	*	478	31.4	14	42.9	0	*	399	71.7	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 53a. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 8 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	87,317	160.9	171.1	63.5	1,292	45.7	1,255	71.4	25,329	40.0	1,532	50.4	460	64.6	57,278	74.5	137	59.1
Western Region	6,908	162.4	174.3	72.8	80	66.3	38	81.6	464	47.2	68	60.3	10	70.0	6,248	74.9	0	*
Buncombe	1,795	163.5	176.6	79.0	6	66.7	17	82.4	94	59.1	20	80.0	4	*	1,654	80.0	0	*
Asheville City	292	162.8	174.0	72.6	1	*	2	*	115	50.4	8	62.5	1	*	165	87.9	0	*
Cherokee	273	161.8	172.6	70.0	4	*	1	*	2	*	5	40.0	1	*	260	71.2	0	*
Clay	114	162.3	174.8	71.9	2	*	0	*	0	*	0	*	0	*	112	73.2	0	*
Graham	81	164.2	178.4	86.4	13	100.0	0	*	0	*	0	*	0	*	68	83.8	0	*
Haywood	553	161.9	174.9	74.5	2	*	0	*	6	33.3	5	60.0	1	*	539	75.2	0	*
Henderson	821	163.2	175.7	75.8	0	*	8	62.5	57	29.8	17	47.1	3	*	736	80.4	0	*
Jackson	295	161.8	173.3	69.2	23	56.5	2	*	3	*	1	*	0	*	266	70.7	0	*
Macon	278	162.8	174.7	77.3	1	*	1	*	3	*	1	*	0	*	272	77.5	0	*
Madison	194	160.3	172.1	62.2	0	*	0	*	2	*	0	*	0	*	192	62.3	0	*
McDowell	477	160.8	170.0	62.3	1	*	7	85.7	22	63.6	0	*	0	*	447	61.8	0	*
Mitchell	193	160.8	172.7	66.8	1	*	0	*	0	*	0	*	0	*	192	66.7	0	*
Polk	170	163.2	175.0	73.5	1	*	0	*	15	53.3	4	*	0	*	150	75.3	0	*
Rutherford	771	159.8	169.7	58.9	0	*	0	*	118	35.9	6	33.3	0	*	647	63.3	0	*
Swain	129	164.5	173.6	76.0	25	60.0	0	*	1	*	0	*	0	*	103	80.6	0	*
Transylvania	306	163.9	179.7	85.3	0	*	0	*	22	77.3	0	*	0	*	284	85.9	0	*
Yancey	166	163.0	171.7	70.5	0	*	0	*	4	*	1	*	0	*	161	71.4	0	*

Notes: [1]"Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.
[2]The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 53b. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 8 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,317**	**160.9**	**171.1**	**63.5**	**1,292**	**45.7**	**1,255**	**71.4**	**25,329**	**40.0**	**1,532**	**50.4**	**460**	**64.6**	**57,278**	**74.5**	**137**	**59.1**
Northwest Region	**13,726**	**161.1**	**171.9**	**66.1**	**10**	**70.0**	**241**	**57.3**	**2,017**	**40.2**	**229**	**43.4**	**41**	**53.7**	**11,175**	**71.4**	**13**	**46.2**
Alexander	361	161.2	171.1	64.7	0	*	7	42.9	21	52.4	2	*	0	*	331	66.1	0	*
Alleghany	112	161.7	172.1	72.3	0	*	0	*	0	*	4	*	0	*	108	73.1	0	*
Ashe	266	161.6	174.4	71.8	0	*	0	*	2	*	0	*	0	*	264	71.6	0	*
Avery	182	161.7	173.6	71.4	0	*	0	*	2	*	1	*	0	*	179	71.5	0	*
Burke	1,037	160.4	170.7	63.4	0	*	84	54.8	72	33.3	15	33.3	5	60.0	857	67.6	4	*
Caldwell	880	160.9	171.5	63.9	0	*	1	*	71	28.2	5	20.0	1	*	801	67.4	1	*
Catawba	1,128	161.0	173.4	69.0	1	*	44	54.5	68	44.1	23	60.9	1	*	990	71.4	1	*
Hickory City	321	161.2	171.5	63.8	0	*	16	37.5	71	24.3	10	55.6	1	*	223	79.0	0	*
Newton-Conover	219	160.6	171.5	67.0	0	*	15	46.7	38	47.4	6	50.0	0	*	160	74.2	0	*
Davidson	1,328	160.4	171.3	65.5	0	*	6	83.3	24	33.3	10	50.0	4	*	1,280	66.1	4	*
Lexington City	222	157.6	168.8	53.2	1	*	14	71.4	97	39.2	7	42.9	2	*	100	66.0	1	*
Thomasville City	147	158.5	167.9	55.1	0	*	0	*	64	37.5	7	14.3	0	*	76	73.7	0	*
Davie	381	161.5	172.8	67.7	0	*	3	*	32	43.8	2	*	1	*	343	70.3	0	*
Forsyth	2,835	160.9	171.2	62.1	5	80.0	24	75.0	1,019	39.3	58	37.9	20	40.0	1,709	76.5	0	*
Iredell-Statesville	1,124	161.9	172.5	68.8	2	*	10	60.0	227	46.7	11	63.6	3	*	871	74.8	0	*
Mooresville City	252	161.8	173.6	73.8	0	*	7	100.0	56	44.6	1	*	0	*	188	81.4	0	*
Stokes	535	160.2	169.4	60.7	1	*	0	*	28	39.3	6	50.0	0	*	500	62.1	0	*
Surry	616	161.6	173.6	70.8	0	*	0	*	31	43.3	21	42.9	2	*	562	73.3	0	*
Elkin City	89	165.6	177.9	83.1	0	*	0	*	3	*	0	*	0	*	86	82.6	0	*
Mount Airy City	139	162.0	174.6	78.4	0	*	3	*	17	52.9	2	*	0	*	117	82.9	0	*
Watauga	390	163.9	175.9	77.4	0	*	1	*	10	50.0	1	*	0	*	377	78.0	1	*
Wilkes	766	161.2	172.3	68.5	0	*	6	33.3	44	47.7	11	45.5	0	*	704	70.6	1	*
Yadkin	396	161.9	170.8	66.6	0	*	0	*	20	45.0	26	34.6	1	*	349	70.1	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 53c. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 8 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,317**	**160.9**	**171.1**	**63.5**	**1,292**	**45.7**	**1,255**	**71.4**	**25,329**	**40.0**	**1,532**	**50.4**	**460**	**64.6**	**57,278**	**74.5**	**137**	**59.1**
Southwest Region	**18,545**	**160.0**	**169.7**	**58.5**	**162**	**36.0**	**380**	**66.5**	**5,594**	**32.8**	**296**	**43.1**	**56**	**58.2**	**12,035**	**70.9**	**21**	**52.4**
Anson	297	157.6	165.7	47.1	0	*	1	*	183	32.8	0	*	0	*	113	69.9	0	*
Cabarrus	1,227	162.3	173.2	72.3	6	66.7	10	80.0	140	40.7	16	56.3	2	*	1,053	76.7	0	*
Kannapolis City	284	160.7	170.8	63.6	0	*	4	*	89	49.4	4	*	0	*	187	69.9	0	*
Cleveland	672	160.3	169.9	60.2	1	*	1	*	142	38.7	4	*	0	*	524	65.8	0	*
Kings Mountain	280	160.0	170.5	61.8	0	*	6	66.7	78	48.7	4	*	2	*	190	67.9	0	*
Shelby	223	161.9	172.4	67.7	0	*	4	*	121	48.8	0	*	0	*	98	90.8	0	*
Gaston	2,200	159.6	168.1	55.3	10	0.0	26	73.1	412	27.0	13	46.2	15	53.3	1,715	62.3	9	55.6
Hoke	431	155.8	164.7	40.1	56	25.0	3	*	220	28.2	8	75.0	2	*	142	62.7	0	*
Lincoln	750	160.3	169.4	59.7	1	*	4	*	65	28.6	27	33.3	2	*	651	63.8	0	*
Mecklenburg	6,456	159.5	169.3	55.2	21	35.0	266	65.7	2,677	29.6	139	40.6	14	69.2	3,337	75.4	1	*
Montgomery	326	159.9	170.3	58.3	0	*	7	85.7	101	37.6	18	38.9	0	*	200	69.5	0	*
Moore	754	161.5	171.9	67.2	5	40.0	5	60.0	195	46.2	16	37.5	3	*	530	76.2	0	*
Richmond	622	158.6	165.8	47.2	7	14.3	7	57.1	259	32.6	4	*	1	*	344	58.7	0	*
Rowan	1,430	160.0	170.1	60.1	0	*	13	69.2	289	34.3	18	55.6	3	*	1,102	66.9	5	60.0
Scotland	513	157.7	167.7	48.0	49	55.1	1	*	240	33.5	0	*	0	*	223	62.3	0	*
Stanly	701	161.8	172.6	70.8	2	*	17	47.1	122	50.8	10	40.0	2	*	548	76.8	0	*
Union	1,379	161.4	172.0	67.2	4	*	5	80.0	261	32.7	15	40.0	10	70.0	1,078	76.1	6	33.3

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 53d. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 8 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	87,317	160.9	171.1	63.5	1,292	45.7	1,255	71.4	25,329	40.0	1,532	50.4	460	64.6	57,278	74.5	137	59.1
Northeast Region	6,432	159.2	168.7	54.5	46	46.7	32	93.8	3,334	37.3	39	56.4	12	63.6	2,966	73.4	0	*
Beaufort	513	160.5	171.0	61.8	0	*	3	*	215	42.3	4	*	0	*	291	75.9	0	*
Bertie	309	157.7	163.4	36.6	0	*	0	*	265	32.1	0	*	0	*	44	63.6	0	*
Camden	87	159.8	172.9	64.4	0	*	2	*	19	47.4	0	*	0	*	66	68.2	0	*
Chowan	178	158.6	168.4	57.9	0	*	0	*	95	46.3	0	*	0	*	83	71.1	0	*
Currituck	249	159.8	169.8	60.2	1	*	1	*	24	41.7	2	*	1	*	220	62.7	0	*
Dare	338	164.0	175.4	80.7	1	*	1	*	17	64.7	5	80.0	0	*	314	81.5	0	*
Edgecombe	572	159.8	169.9	58.0	0	*	0	*	331	46.8	5	80.0	0	*	236	73.3	0	*
Gates	145	157.3	166.0	49.0	0	*	0	*	74	33.8	1	*	0	*	70	64.3	0	*
Halifax	458	153.2	162.7	26.7	34	38.2	0	*	391	25.6	0	*	3	*	30	23.3	0	*
Roanoke Rapids	228	160.9	174.5	66.5	4	*	5	100.0	42	42.9	1	*	0	*	176	70.9	0	*
Weldon City	82	153.0	161.0	25.6	0	*	0	*	71	25.4	0	*	0	*	9	33.3	0	*
Hertford	334	156.8	162.7	38.1	0	*	0	*	254	29.8	0	*	1	*	78	64.1	0	*
Hyde	76	157.5	166.0	48.7	0	*	0	*	32	28.1	0	*	0	*	44	63.6	0	*
Martin	374	159.7	167.7	52.1	1	*	0	*	204	34.3	1	*	1	*	167	74.3	0	*
Northampton	289	158.2	169.4	56.6	1	*	0	*	230	51.1	1	*	0	*	57	80.7	0	*
Pasquotank	456	159.9	167.9	52.4	1	*	2	*	225	34.2	4	*	0	*	224	69.6	0	*
Perquimans	131	157.5	167.1	50.4	0	*	0	*	53	18.9	1	*	2	*	75	72.0	0	*
Pitt	1,359	160.7	170.5	62.4	3	*	16	100.0	627	41.1	12	50.0	4	*	697	80.7	0	*
Tyrrell	54	159.1	168.7	51.9	0	*	1	*	26	42.3	0	*	0	*	27	63.0	0	*
Washington	200	157.4	167.5	47.0	0	*	1	*	139	36.7	2	*	0	*	58	72.4	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 53e. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems
Grade 8 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,317**	**160.9**	**171.1**	**63.5**	**1,292**	**45.7**	**1,255**	**71.4**	**25,329**	**40.0**	**1,532**	**50.4**	**460**	**64.6**	**57,278**	**74.5**	**137**	**59.1**
Southeast Region	**16,502**	**160.4**	**169.9**	**61.1**	**910**	**45.4**	**143**	**72.5**	**5,918**	**44.2**	**407**	**58.4**	**109**	**67.0**	**8,993**	**73.7**	**19**	**47.4**
Bladen	447	158.3	166.8	47.8	5	60.0	1	*	216	29.6	1	*	0	*	223	64.9	0	*
Brunswick	735	160.6	170.5	60.8	6	40.0	2	*	185	42.7	5	60.0	2	*	535	67.2	0	*
Carteret	678	160.7	170.8	64.7	3	*	3	*	82	31.3	5	80.0	0	*	584	69.1	1	*
Columbus	535	159.5	168.8	57.2	37	70.3	0	*	213	41.8	2	*	0	*	283	66.8	0	*
Whiteville City	190	161.7	170.4	70.5	1	*	0	*	76	61.8	0	*	1	*	112	75.9	0	*
Craven	1,087	160.9	170.4	62.7	4	*	8	62.5	382	42.7	25	64.0	3	*	664	74.5	1	*
Cumberland	3,639	160.7	168.4	58.7	69	40.6	54	74.1	1,635	44.5	176	65.3	17	82.4	1,688	71.8	0	*
Duplin	556	160.9	171.3	66.4	0	*	0	*	218	45.4	23	47.8	0	*	315	82.2	0	*
Greene	232	160.7	169.2	62.8	0	*	0	*	131	50.0	9	44.4	0	*	92	82.6	0	*
Jones	129	157.3	162.8	35.7	0	*	0	*	63	25.4	0	*	0	*	65	46.2	0	*
Lenoir	773	160.9	171.8	66.2	2	*	3	*	388	54.3	6	33.3	5	80.0	367	80.1	1	*
New Hanover	1,477	163.3	175.4	76.5	4	*	11	72.7	387	52.3	7	57.1	1	*	1,067	85.5	0	*
Onslow	1,600	161.9	171.9	68.2	2	*	35	79.4	382	46.2	52	59.6	30	86.7	1,090	75.6	9	55.6
Pamlico	170	159.7	172.6	65.9	1	*	0	*	73	53.4	1	*	2	*	93	74.2	0	*
Pender	460	160.3	170.9	63.9	1	*	2	*	148	45.9	8	75.0	0	*	301	72.8	0	*
Robeson	1,674	157.2	166.4	47.5	761	44.0	8	87.5	455	36.7	15	53.3	36	41.7	393	65.9	6	66.7
Sampson	547	158.9	168.3	53.9	6	50.0	0	*	216	41.2	31	38.7	5	60.0	288	65.4	1	*
Clinton City	179	160.3	171.1	64.6	8	50.0	1	*	89	51.7	5	50.0	1	*	75	82.7	0	*
Wayne	1,394	160.0	169.0	58.6	0	*	15	73.3	579	41.3	36	44.4	6	66.7	758	72.2	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than five.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

Table 53f. 1996-97 End-of-Grade Multiple-Choice Test Results for School Systems

Grade 8 Reading and Mathematics

Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested[1]	Reading Scale Score	Mathematics Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**87,317**	**160.9**	**171.1**	**63.5**	**1,292**	**45.7**	**1,255**	**71.4**	**25,329**	**40.0**	**1,532**	**50.4**	**460**	**64.6**	**57,278**	**74.5**	**137**	**59.1**
Central Region	**25,205**	**161.8**	**172.3**	**67.2**	**84**	**44.6**	**421**	**81.1**	**8,003**	**42.7**	**494**	**49.5**	**232**	**66.7**	**15,860**	**79.8**	**84**	**65.5**
Alamance	1,305	161.2	170.4	63.3	1	*	13	69.2	274	36.9	36	40.0	4	*	976	71.5	1	*
Caswell	278	160.2	167.5	54.3	0	*	0	*	137	43.1	1	*	0	*	140	65.0	0	*
Chatham	460	162.0	172.2	70.7	1	*	1	*	106	49.1	14	35.7	7	71.4	331	78.9	0	*
Durham	1,981	161.1	171.6	64.5	1	*	32	87.5	1,037	46.5	39	51.3	13	61.5	853	86.0	6	66.7
Franklin	503	158.7	168.7	57.5	4	*	0	*	216	39.5	2	*	0	*	281	71.8	0	*
Granville	509	161.5	170.7	66.7	1	*	3	*	193	42.7	2	*	1	*	309	82.2	0	*
Guilford	3,699	161.6	171.7	65.6	16	46.7	107	63.2	1,416	44.4	40	57.5	64	60.9	2,045	81.1	11	36.4
Harnett	1,024	160.1	170.3	61.9	11	45.5	6	100.0	294	37.2	30	36.7	11	54.5	671	73.9	1	*
Johnston	1,222	162.3	174.3	74.4	0	*	3	*	246	47.6	42	52.4	1	*	928	82.4	2	*
Lee	620	160.6	171.6	66.7	0	*	4	*	181	43.1	48	36.2	1	*	383	81.7	3	*
Nash/Rocky Mount	1,261	160.0	169.4	58.0	3	*	12	66.7	646	40.5	19	52.6	2	*	577	77.9	2	*
Orange	394	160.3	170.4	63.9	0	*	1	*	93	42.9	6	33.3	3	*	291	70.7	0	*
Chapel Hill City	1,276	166.9	179.0	84.9	0	*	58	100.0	210	43.7	14	57.1	4	*	986	93.1	0	*
Person	414	160.2	170.6	64.3	1	*	0	*	150	50.7	6	66.7	0	*	257	72.0	0	*
Randolph	1,109	160.4	170.0	61.8	4	*	4	*	57	43.9	22	38.1	3	*	1,019	63.5	0	*
Asheboro City	254	161.5	171.8	65.7	1	*	1	*	52	36.5	14	57.1	0	*	186	74.7	0	*
Rockingham	1,001	160.3	170.6	61.9	4	*	10	80.0	241	43.1	17	35.3	1	*	728	68.5	0	*
Vance	509	157.7	165.7	45.7	1	*	2	*	307	33.3	3	*	0	*	196	64.8	0	*
Wake	6,203	163.6	175.4	75.4	21	57.1	159	88.7	1,497	44.7	114	63.7	116	69.8	4,215	86.5	58	70.7
Warren	267	159.0	166.9	49.2	14	35.7	0	*	190	45.0	3	*	1	*	59	67.8	0	*
Wilson	916	159.6	169.2	53.5	0	*	5	60.0	460	31.6	22	42.9	0	*	429	77.4	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. All numbers and averages are reported without chance scores added. Data are not reported where number tested is less than fi

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics. It was calculated by dividing the number of students proficient in both reading and mathematics by the number of students who took both tests.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category

Descriptions and Sample Questions

for the

North Carolina End-of-Grade Tests

Grades 4 and 8

North Carolina End-of-Grade Tests
Reading Comprehension—Grade 4

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade 4 assesses the reading strand of the grade 4 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 2 and 3 of the curriculum. Goal 1, the understanding and knowledge of one's reading, is not assessed at this grade level. It was felt that students in this grade level, while exhibiting reading strategies as they read, would not be able to explain the strategies they used. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Reading Comprehension—Grade 4

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool
2	The learner will use language for the acquisition, interpretation, and application of information.	60%
	2.1 The learner will identify, collect, or select information and ideas.	63%
	2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	56%
	2.3 The learner will apply, extend, and expand on information and concepts.	59%
3	The learner will use language for critical analysis and evaluation.	53%

How is the test administered?

The end-of-grade reading test for grade 4 consists of 65 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 28,000 students from randomly selected schools across the state. The grade 4 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in reading achievement across the grade levels. On the grade 4 reading test the scale scores range from 119 to 174 with a mean of 147.1 and a standard deviation of 9.6. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were established based on the first administration of the test statewide in 1993.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 4

Level	Description	Percent of Students (92)	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	12%	119–134
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	28%	135–144
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	40%	145–155
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	20%	156–174

To Reach The Promised Land

by Stephen Ray Lilley

Today, public schools in the United States are free and open to everyone. There was a time, however, when going to school was not a simple matter. In the following passage, read about the sacrifices one famous American educator had to make in order to go to school.

Nine-year-old Booker, his sister Amanda, and older brother John stood close to their mother. Excitement filled the air as the Yankee army moved through Virginia in the spring of 1865.

For months Booker had heard his mother praying at night as he drifted off to sleep by the fire: "Lord, let the Yankees win this war, and let them make me and my children free." Now they watched a blue-uniformed soldier standing on the "big house" porch unfold a piece of paper and begin reading.

"All persons held as slaves... henceforward shall be free," he proclaimed.

Life suddenly became very difficult for Booker's family. They had always been owned, like land or livestock. Now free, they had no home, no jobs, no money, only each other. Booker's stepfather worked at a salt furnace near Malden, West Virginia. Putting their belongings in a small cart, the family walked hundreds of miles through the Appalachian Mountains to join him.

In Malden, Booker and John went to work with their stepfather. Work began before daylight and ended after dark. As he shoveled salt into huge wooden barrels, Booker saw children walking to school. "I had the feeling that to get into a schoolhouse and study...would be about the same as getting into paradise," he later said.

But the family needed Booker's income. Booker's stepfather, a tough and practical man, told him attending school was impossible. Knowing how much her son wanted to learn to read, Booker's mother saved every spare penny and bought him a well-used copy of Webster's "Blue-Backed Speller." For weeks he pored over the book, memorizing the alphabet and letter sounds.

Booker convinced his parents he should take lessons at night from a black teacher. Then he told them he wished to attend day school. His stepfather finally accepted the idea, on condition that Booker work at the salt furnace before and after school. Overjoyed, Booker quickly agreed.

Each day Booker faced new obstacles. For a time he worked in a coal mine deep underground in terrifying conditions. Sometimes his candle blew out, and he wandered helplessly in total darkness. Still, he studied at night. Then one day he heard some miners speaking of a school called the Hampton Institute where poor students could work to pay their expenses. "I resolved at once to go to that school, although I had no idea where it was...or how I was going to reach it," he later wrote.

Booker T. Washington became Hampton's most famous graduate and devoted his life to teaching. He taught the first classes at the Tuskegee Institute in Alabama and then built it into one of the most important schools for blacks in the United States. Today, millions of people admire this man who struggled to reach "the promised land."

1. What would be the *best* description of Booker T. Washington's attitude toward attending school?

   A determined

   B hopeless

   C practical

   D anxious

2. Why did Booker's stepfather *not* allow him to attend school?

   A African Americans were not allowed to attend school.

   B There were no schools in the town.

   C The family needed Booker's income to live.

   D A coal miner did not need an education in order to get a job.

3. What might be the *best* reason for recommending this passage to a friend?

   A It quotes Booker T. Washington.

   B It describes working in a coal mine.

   C It sets a good example for other people to follow.

   D It describes the Southern plantations.

4. The information in this passage would be *least* useful in writing a report about what?

   A famous African Americans

   B famous American educators

   C famous American presidents

   D the life of African Americans after the Civil War

5. To Booker, what is "the promised land"?

   A a faraway country

   B a good education

   C a well-paying job

   D a guaranteed place

6. The teacher asked the class, "Why do you think education was so important to Booker that he devoted his life to it?"

   Ann said, "Booker thought that becoming a good educator would make him a famous person. He could then start the Tuskegee Institute."

   Bill said, "Booker thought blacks would never be completely free until they were educated. Education could get them jobs in which they would not have to work so hard with their hands like he did."

   Cathie said, "Booker had to work hard when he was a young boy. He thought school was difficult and others should have to work as hard as he did because it is good for them."

   Dan said, "Booker thought learning to read was important. Therefore, he wanted to teach others to read also."

   Which student gave the *best* answer?

   A Ann

   B Bill

   C Cathie

   D Dan

7. In the third paragraph, what does "henceforward" mean?

   A in front of

   B up until now

   C from now on

   D on the porch

North Carolina End-of-Grade Tests
Mathematics—Grade 4

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3 will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade mathematics test for grade 4 assesses the grade 4 mathematics curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The test consists of two parts—computation and applications. The computation part of the test (15% of the test) assesses symbolic computation skills that students should be able to do without the use of a calculator:

- add and subtract whole numbers
- multiply whole numbers (1-digit times 1- to 3-digits and two 2-digit numbers where one is a multiple of 0)
- divide whole numbers (single-digit divisors and no renaming)

The applications part of the test (85% of the test) assesses the students ability to solve problems and understand and explain concepts across the seven stands of the curriculum.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Mathematics—Grade 4

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool	Percentage of Items on Test
1	The learner will identify and use rational numbers.	63%	15%
2	The learner will demonstrate an understanding and use properties and relationships of geometry.	47%	9%
3	The learner will demonstrate an understanding of patterns and relationships.	53%	9%
4	The learner will understand and use standard units of metric and customary measure.	54%	15%
5	The learner will solve problems and reason mathematically.	48%	15%
6	The learner will demonstrate an understanding and use of graphing, probability, and statistics.	54%	9%
7	The learner will compute with rational numbers.	67%	29%

Students are allowed to use calculators and rulers on the applications part of the test. The difference between the two parts of the test is the emphasis on problem solving in the applications part (regardless of method to solve the problem) versus the computation part where the whole purpose is to assess a specific procedure (such as addition).

How is the test administered?

The end-of-grade mathematics test consists of 80 multiple-choice questions (12 computation questions and 68 applications questions) administered during a 97-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 12,000 students from randomly selected schools across the state. The grade 4 mathematics test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade mathematics test are reported on a developmental scale which allows the measurement of growth in mathematics achievement across the grade levels. On the grade 4 mathematics test the scale scores range from 111 to 178 with a mean of 146.1 and a standard deviation of 10.5. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

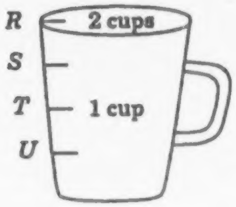
Percentiles were established based on the first administration of the test statewide in 1993.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Mathematics—Grade 4

Level	Description	Percent of Students (92)	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	10%	111–131
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	27%	132–142
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	43%	143–155
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	20%	156–178

1.5 Which point on the cup marks 1 1/2 cups?



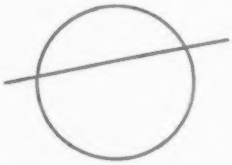
A *U*

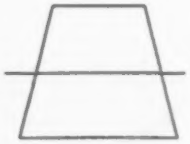
B *T*

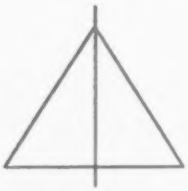
C *S*

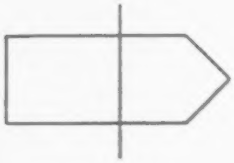
D *R*

2.1 Which figure shows a line of symmetry?

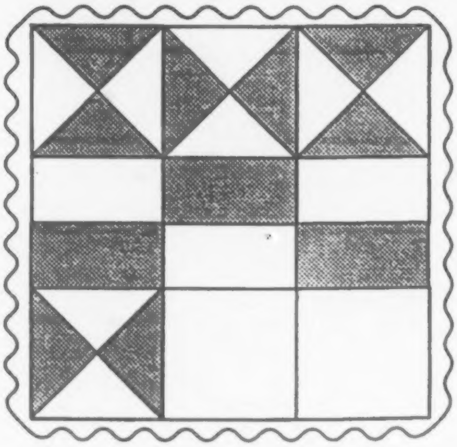
A


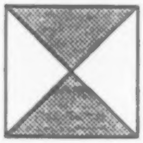
B


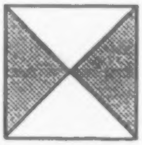
C


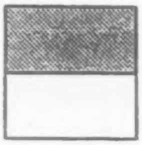
D


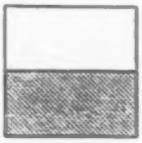
3.1 Grandma made this quilt for Page to take to camp. How will the next square be colored?



A


B


C


D


4.8 Which is more than $2.00?

A 7 quarters and 2 nickels

B 4 quarters and 9 dimes

C 6 quarters and 6 dimes

D 4 quarters and 5 dimes

5.6 Sally went to the grocery store. She bought 3 oranges, 4 pineapples, 6 apples, and 5 peaches. The prices of the fruit are given in the square below. How much did Sally spend in all?

Apples	10¢
Oranges	15¢
Peaches	25¢
Pineapples	45¢

A $1.60

B $3.95

C $4.10

D $4.20

7.1 The school library has 8,296 books. The public library has 20,005 books. How many more books does the public library have?

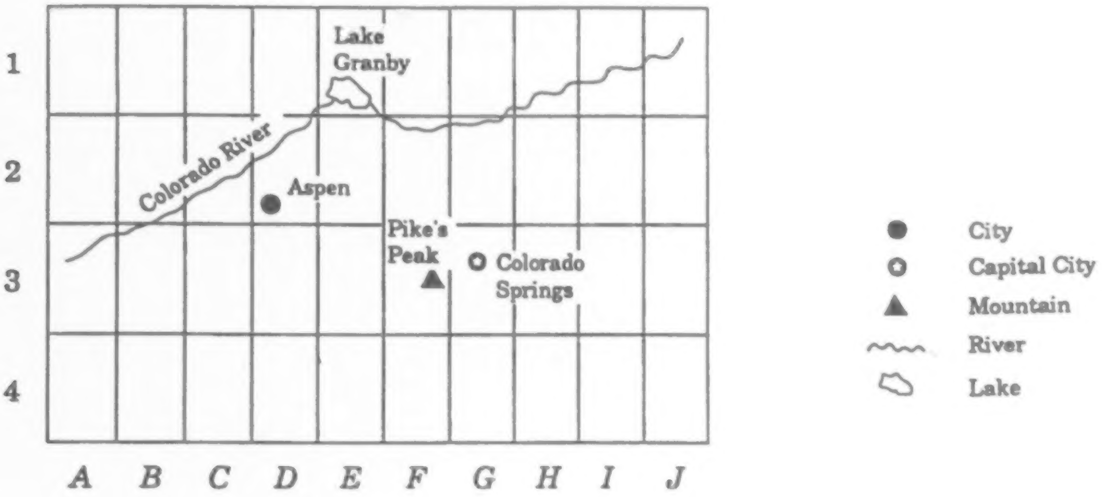
A 11,701

B 11,709

C 12,801

D 28,291

6.6 In what section of the grid can you find the city of Aspen?


Lake Granby
Colorado River
Aspen
Pike's Peak
Colorado Springs
1
2
3
4
A
B
C
D
E
F
G
H
I
J
● City
○ Capital City
▲ Mountain
River
Lake

A E-1

B G-3

C C-3

D D-2

North Carolina End-of-Grade Tests
Reading Comprehension—Grade 8

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For student accountability, the grade 8 end-of-grade tests are used as a way for students to demonstrate that they have the knowledge and skills necessary to meet the competency requirement for high school graduation. For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade 8 assesses the reading strand of the grade 8 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 1, 2, and 3 of the curriculum. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Reading Comprehension—Grade 8

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool
1	The learner will use strategies and processes that enhance control of communication skills development.	52%
2	The learner will use language for the acquisition, interpretation, and application of information.	60%
	2.1 The learner will identify, collect, or select information and ideas.	64%
	2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	58%
	2.3 The learner will apply, extend, and expand on information and concepts.	59%
3	The learner will use language for critical analysis and evaluation.	58%

How is the test administered?

The end-of-grade reading test for grade 8 consists of 68 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 23,000 students from randomly selected schools across the state. The grade 8 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in reading achievement across the grade levels. On the grade 8 reading test the scale scores range from 132 to 187 with a mean of 158.7 and a standard deviation of 8.9. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were established based on the first administration of the test statewide in 1993.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 8

Level	Description	Percent of Students (92)	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	9%	132–144
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	26%	145–155
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	41%	156–165
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	24%	166–187

Ooka and the Stolen Smell

You have probably read a story about stolen money or jewelry, but have you ever read of a stolen smell? Read the following passage to learn how a student stole a smell and how he was punished for this crime.

Now it so happened in the days of old Yedo, as Tokyo was once called, that the storytellers told marvelous tales of the wit and wisdom of His Honorable Honor, Ooka Tadasuke.

This famous judge never refused to hear a complaint, even if it seemed strange or unreasonable. People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen. And the strangest case of all was the famous Case of the Stolen Smell.

It all began when a poor student rented a room over a *tempura* shop—a shop where fried food could be bought. The student was a most likeable young man, but the shopkeeper was a miser who suspected everyone of trying to get the better of him. One day he heard the student talking with one of his friends.

"It is sad to be so poor that one can only afford to eat plain rice," the friend complained.

"Oh," said the student, "I have found a very satisfactory answer to the problem. I eat my rice each day while the shopkeeper downstairs fries his fish. The smell comes up, and my humble rice seems to have much more flavor. It is really the smell, you know, that makes things taste so good."

The shopkeeper was furious. To think that someone was enjoying the smell of his fish for nothing! "Thief!" he shouted. "I demand that you pay me for the smells you have stolen."

"A smell is a smell," the young man replied. "Anyone can smell what he wants to. I will pay you nothing!"

Scarlet with rage, the shopkeeper rushed to Ooka's court and charged the student with theft. Of course, everyone laughed at him, for how could anyone steal a smell? Ooka would surely send the man about his business. But to everyone's astonishment, the judge agreed to hear the case.

"Every man is entitled to his hour in court," he explained. "If this man feels strongly enough about his smells to make a complaint, it is only right that I, as city magistrate, should hear the case." He frowned at the amused spectators.

Gravely, Ooka sat on the dais and heard the evidence. Then he delivered his verdict.

"The student is obviously guilty," he said severely. "Taking another person's property is theft, and I cannot see that a smell is different from any other property."

The shopkeeper was delighted, but the student was horrified. He was very poor, and he owed the shopkeeper for three months' smelling. He would surely be thrown into prison.

"How much money have you?" Ooka asked him.

"Only five *mon*, Honorable Honor," the boy replied. "I need that to pay my rent, or I will be thrown out into the street."

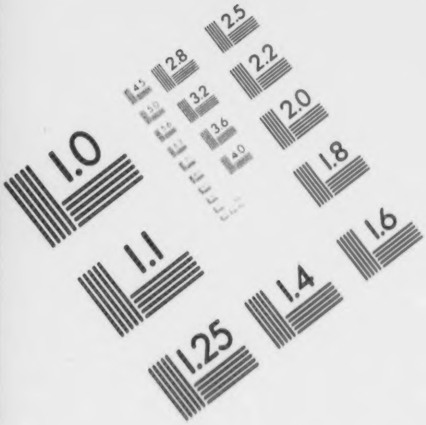
"Let me see the money," said the judge.

"The judge listened to the pleasant clink of the money and said to the shopkeeper, "You have now been paid. If you have any other complaints in the future, please bring them to the court. It is our wish that all injustices be punished and all virtue rewarded."

"But, most Honorable Honor," the shopkeeper protested, "I did not get the money! The thief dropped it from one hand to the other. See! I have nothing." He held up his empty hands to show the judge.

Ooka stared at him gravely. "It is the court's judgment that the punishment should fit the crime. I have decided that the price of the *smell* of food shall be the *sound* of money. Justice has prevailed as usual in my court."

"Ooka and the Stolen Smell" by E.G. Edmonds. Copyright 1961.



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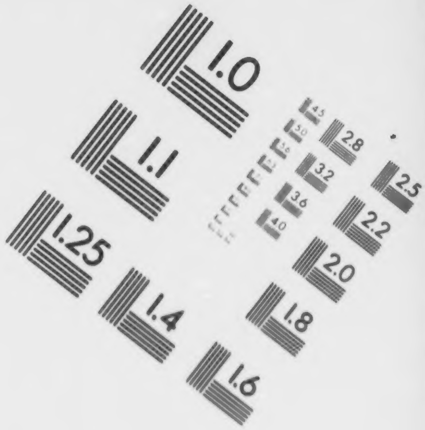

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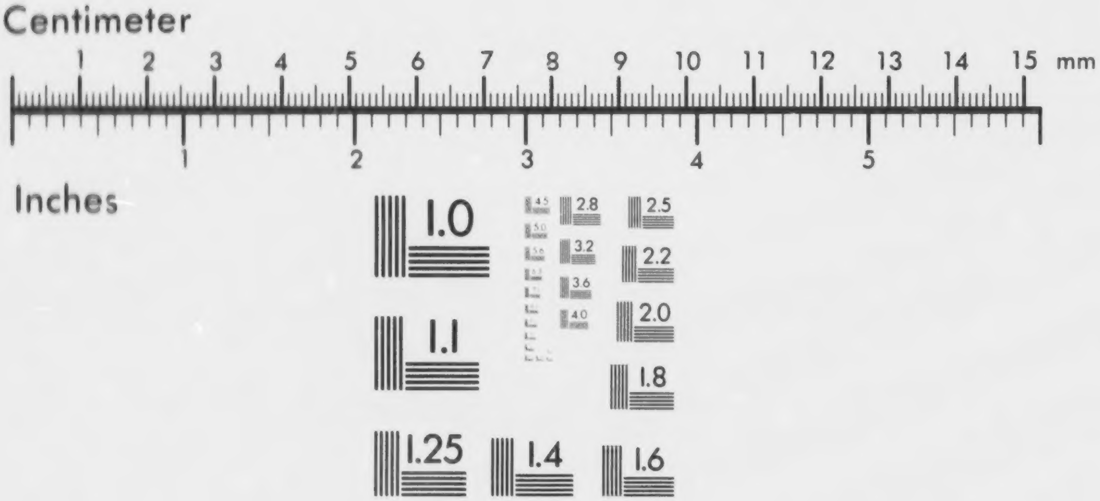

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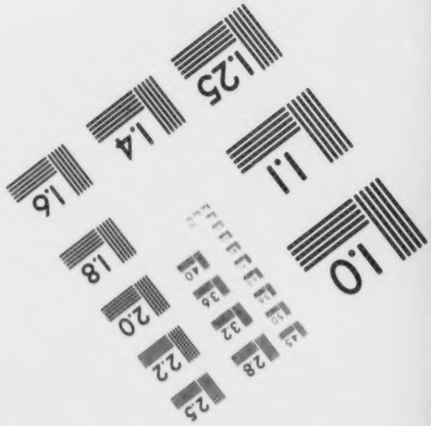

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1. Why were people astonished and amused when Ooka decided to hear the shopkeeper's complaint?

   A They knew the student was too poor to pay.

   B They thought that the idea of stolen smells was silly.

   C They didn't like the shopkeeper.

   D They knew that Ooka always avoided small cases.

2. The shopkeeper demonstrates that he is a miser by doing what?

   A cooking only fish every day

   B refusing to pay the magistrate

   C trying to charge the student for smelling his fish

   D getting angry at the magistrate's verdict

3. If the story had ended when Ooka declared the student guilty, the moral of the story would have been which of the following?

   A Taking anything that belongs to someone else is stealing.

   B There are big and little crimes.

   C The punishment should fit the crime.

   D Treat others the way you want to be treated.

4. What is the mood of this story at the end?

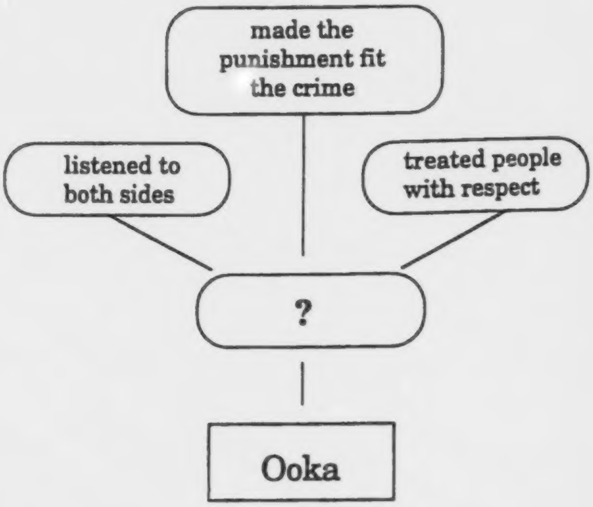
   A serious

   B sad

   C peaceful

   D lighthearted

5. Which word **best** completes this character map?


made the punishment fit the crime
listened to both sides
treated people with respect
?
Ooka

   A honest

   B fair

   C friendly

   D helpful

North Carolina End-of-Grade Tests
Mathematics—Grade 8

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For student accountability, the grade 8 end-of-grade tests are used as a way for students to demonstrate that they have the knowledge and skills necessary to meet the competency requirement for high school graduation. For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade mathematics test for grade 8 assesses the grade 8 mathematics curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The test consists of two parts—computation and applications. The computation part of the test (10% of the test) assesses skills that students should be able to do without the use of a calculator:

- computation within a context with decimals and percents
- computation estimation with fractions and decimals
- estimation within a context
- order of operations

Table 1. Descriptive Information for the North Carolina End-of-Grade Test of Mathematics—Grade 8

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will demonstrate an understanding and use of real numbers.	43%	14%
2	The learner will demonstrate an understanding and use of properties and relationships of geometry.	33%	10%
3	The learner will demonstrate an understanding of pre-algebra.	38%	17.5%
4	The learner will demonstrate an understanding and use of measurement.	34%	10%
5	The learner will solve problems and reason mathematically.	40%	15%
6	The learner will demonstrate an understanding and use of probability and statistics.	39%	12.5%
7	The learner will compute with real numbers.	44%	21%
	Computation	45%	10%
	Applications	39%	90%

* The average percent of students that responded correctly across all items assessing the goal/objective.

The applications part of the test (90% of the test) assesses the students ability to solve problems and understand and explain concepts across the seven stands of the curriculum. Students are allowed to use scientific calculators, rulers, and protractors on the applications part of the test. The difference between the two parts of the test is the emphasis on problem solving in the applications part (regardless of method to solve the problem) versus the computation part where the whole purpose is to assess a specific procedure (such as estimation).

How is the test administered?

The end-of-grade mathematics test consists of 80 multiple-choice questions (8 computation questions and 72 applications questions) administered during a 97-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The questions were written and reviewed by North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 14,000 students from randomly selected schools across the state. The grade 8 mathematics test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade mathematics test are reported on a developmental scale which allows the measurement of growth in mathematics achievement across the grade levels. On the grade 8 mathematics test the scale scores range from 137 to 208 with a mean of 168.3 (in 1993) and a standard deviation of 10.6. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were established based on the first administration of the test statewide in 1993. Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test of Mathematics—Grade 8

Level	Description	Percent of Students (92)	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	11%	137–154
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	29%	155–164
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	40%	165–177
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	20%	178–208

Mathematics Computation

1. Solve: $(2 + 1)^3 + (6 - 4)^2$

   A 13

   B 31

   C 39

   D 55

2. Bert bought a T-shirt that was reduced 25%. If the original price of the T-shirt was $15, how much should Bert pay for the T-shirt including 6% sales tax?

   A $3.98

   B $11.85

   C $11.93

   D $13.10

3. Carrie bought a computer for $789.99, a disc drive for $219.95 and a printer for $312.95. What is the *best* estimate of the amount she paid altogether?

   A $1,200

   B $1,300

   C $1,450

   D $1,600

Mathematics Applications

4. Sue's bedroom is 14 ft × 12 ft. The ceiling is 8 ft high. If a can of paint will cover 200 square feet, how many cans will be needed to paint the walls and the ceiling?

   A 2

   B 3

   C 6

   D 7

5. A photograph measures 1.3 cm wide and 2 cm long. An enlargement similar to the original photograph has a length of 5.4 cm. What is the width of the enlargement?

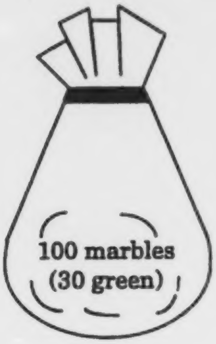
   A 8.31 cm

   B 3.51 cm

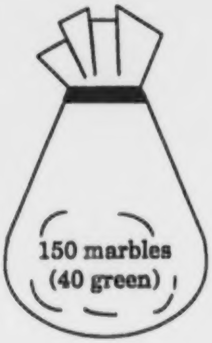
   C 2.08 cm

   D 0.48 cm

6. **What is the probability of reaching into a bag without looking and pulling out a green marble?**



BAG 1



BAG 2

A greater for Bag 1 than Bag 2

B greater for Bag 2 than Bag 1

C the same for both bags

D cannot be determined from the information given

7. Pentagonal numbers follow this pattern:

Term	Number
1	5
2	12
3	22
4	35

What is the seventh pentagonal number?

A 57

B 62

C 74

D 92

8. One dose of Tasty Cough Syrup is 2.5 cm^3. What is the largest number of doses which can be given from a 65.2 cm^3 bottle of Tasty Cough Syrup?

A 24 doses

B 25 doses

C 26 doses

D 27 doses

9. One way to earn money during the summer is to grow and sell vegetables. One person can easily take care of a vegetable bed that measures six feet by eight feet. If the bed needs to be six inches deep, how much topsoil will be needed to fill the bed?

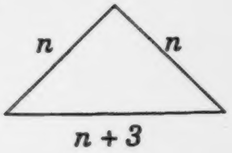
A 24.0 cubic feet

B 28.8 cubic feet

C 48.0 cubic feet

D 288 cubic feet

10. If the perimeter is 39, what are the lengths of the sides of the following isosceles triangle?

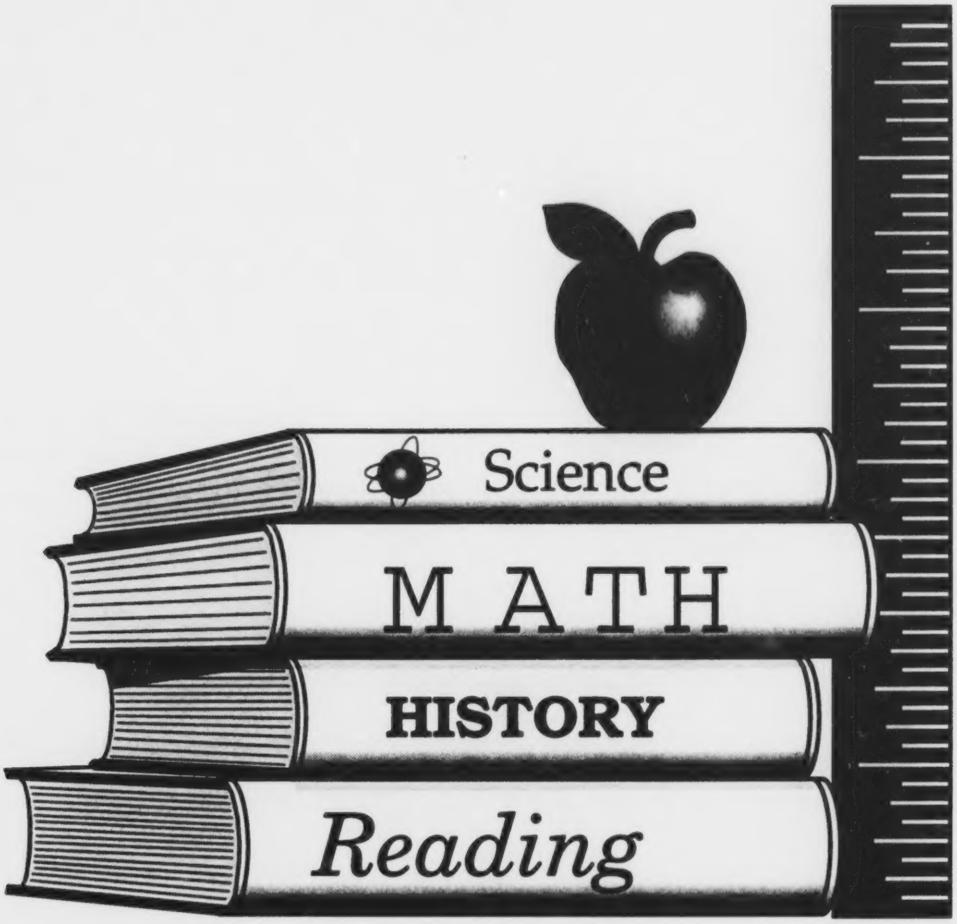


A 12, 12, 15

B 13, 13, 13

C 11, 14, 14

D 9, 15, 15


Science
MATH
HISTORY
Reading

End-of-Course Results

Table 1. 1989-90 to 1996-97 End-of-Course Multiple-Choice Test Results
Statewide Summary

	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]
	Average Core[3]		Average Core		Average Core		Average Core	Standard Deviation	Average Core	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I[2] **1985-86**	59,085 40.6	72.3%	60,988 41.1	77.7%	66,424 40.4	81.2%	70,114 39.9	86.4% 9.6	69,162 55.1	N/A 9.1	80,370 54.7	94.0% 9.3	82,635 55.0	96.6% 9.7	83,777 55.6	95.0% 9.7
Biology **1986-87**	72,329 40.4	87.9%	71,665 41.1	87.7%	71,832 41.5	91.5%	75,748 40.0	92.6% 11.1	74,840 39.9	92.2% 10.6	62,480 55.5	N/A 8.7	77,420 55.5	90.5% 8.7	78,723 55.9	92.0% 8.9
ELP **1990-91**	***Field Test***		76,593 41.7	97.6%	79,313 42.8	96.9%	79,070 43.7	97.4% 11.5	81,290 43.4	97.0% 11.3	83,597 44.0	97.8% 11.7	82,577 43.4	96.5% 11.9	82,611 53.8	93.4% 9.3
English I **1989-90**	73,768 64.3	90.3%	72,023 66.2	91.8%	75,381 67.0	92.1%	76,183 66.7	93.8% 18.0	81,685 66.4	97.5% 17.7	67,748 53.1	N/A 8.9	85,411 53.1	99.8% 8.9	89,500 53.2	100.0% 8.9
U.S. History **1987-88**	64,519 42.2	76.2%	65,767 40.1	80.0%	65,329 42.2	79.9%	63,034 42.3	80.0% 9.7	65,872 40.4	80.5% 10.5	53,160 56.2	N/A 8.3	65,725 56.3	78.4% 8.2	68,613 56.2	79.9% 8.2

Note: Gray areas indicate years prior to implementation for each test. The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year . Algebra I was scaled in 1993-94, and U.S. History, English I, and Biology in 1994-95 and 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and therefore, are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. In 1995-96 and 1996-97, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not depicted in this report.

[1] Participation Index is the number of students enrolled in the course, divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight. For example, since English I is typically a ninth-grade course, the eighth grade membership for the previous year is the denominator.

[2] The Algebra I score in 1993-94 is the mean scale score.

[3] Average core score is the mean raw score on the common items for all students.

Table 2. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III by Ethnicity

Subject	Number of Students Tested	Type of Score	Average Score	Percent of Students at or above Level III							
				All	American Indian	Asian	Black	Hispanic	Multi-Racial	White	Other
Algebra I*	83,777	scale	55.6	55.5	32.6	71.1	33.9	48.6	58.0	64.6	52.4
Biology*	78,723	scale	55.9	57.0	38.2	66.5	30.9	49.4	59.6	68.8	57.1
ELP	82,611	scale	53.8	62.6	34.4	65.4	40.9	49.2	69.7	72.9	65.8
English I	89,500	scale	53.2	58.5	33.3	64.1	36.7	44.5	65.3	69.2	58.2
U.S. History	68,613	scale	56.2	49.5	30.1	59.9	27.9	42.1	54.9	58.7	48.0

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*These data reflect changes after publication of the Report Card.
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Figure 1. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in Algebra I*

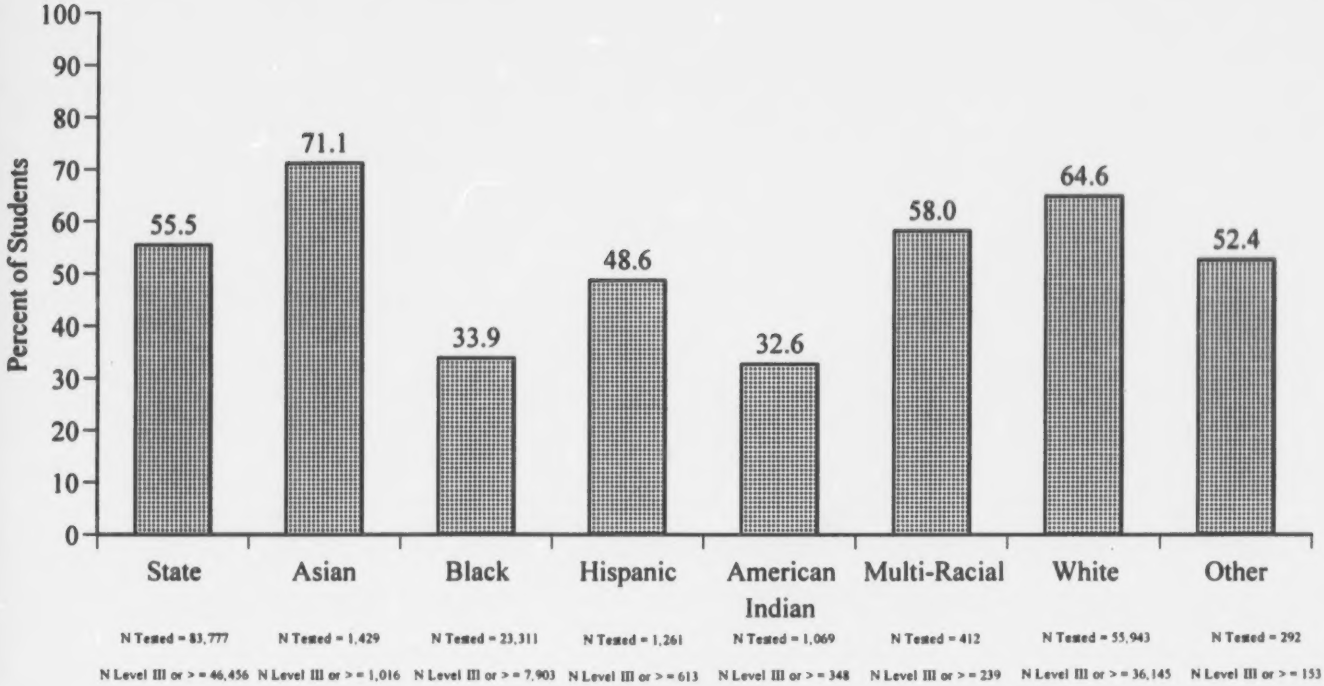
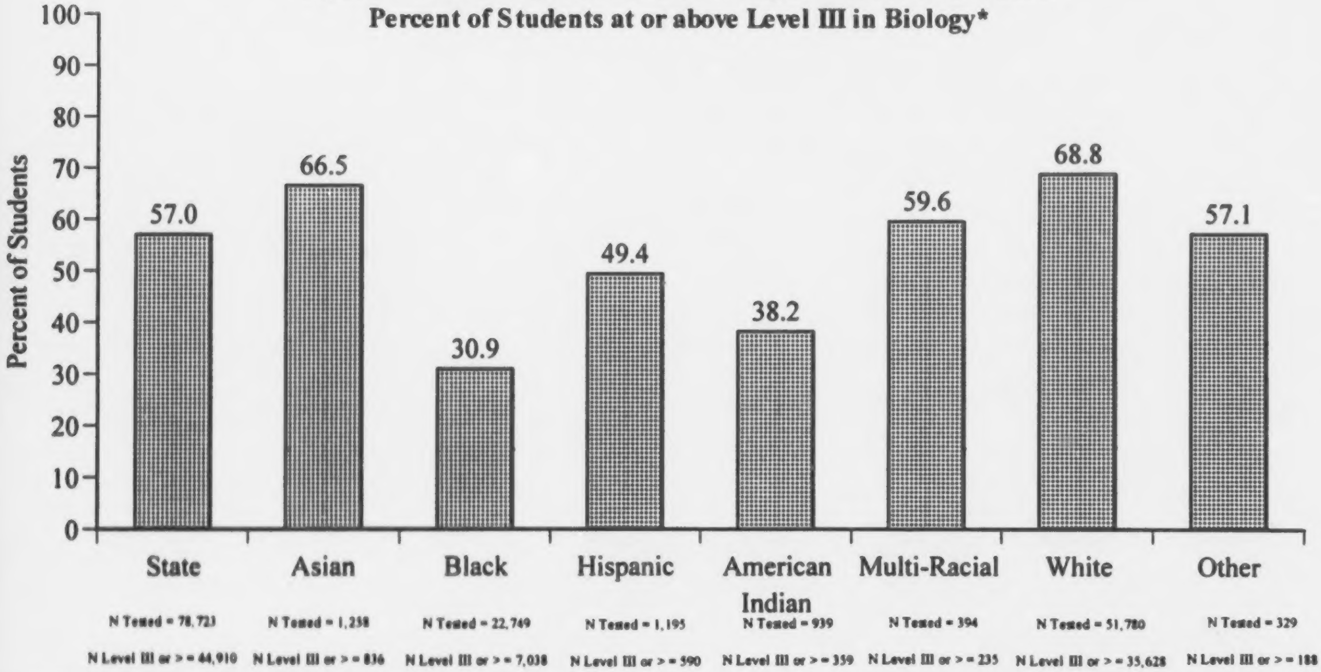


Figure 2. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in Biology*



Notes: *These data reflect changes after publication of the Report Card.
"N Tested" and "N Level III or >" for the ethnicity categories do not sum to the "N Tested" and "N Level III or >" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only.

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Figure 3. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in ELP

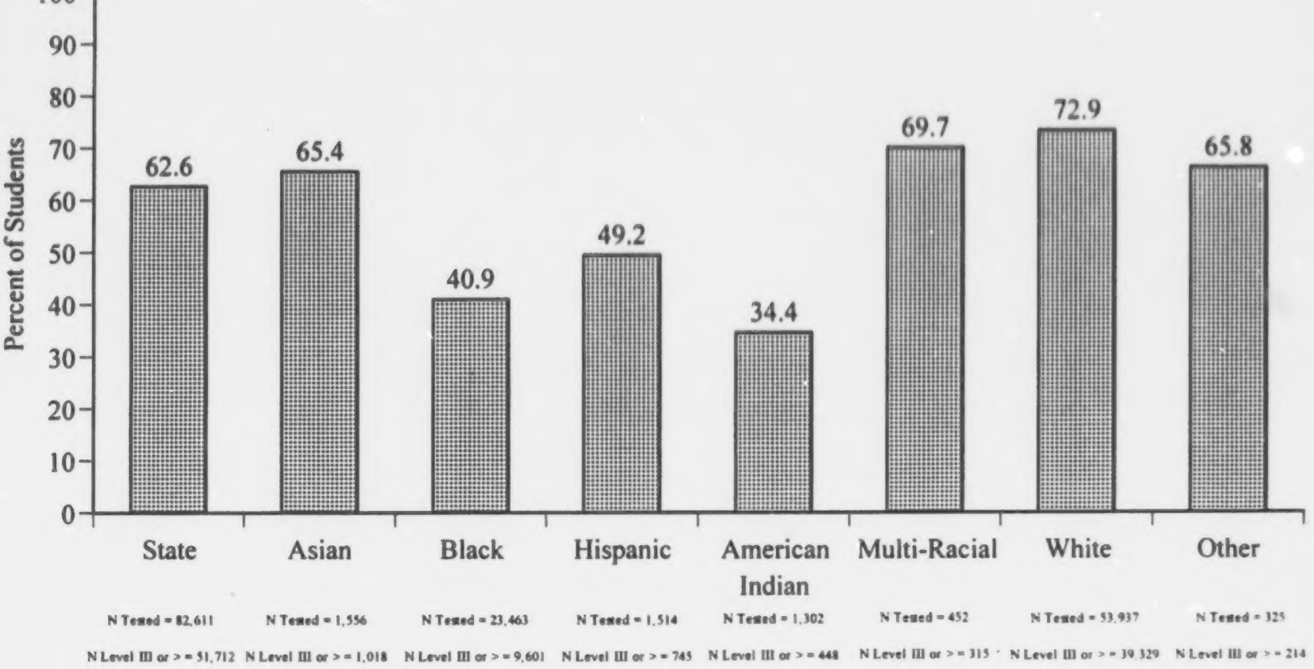
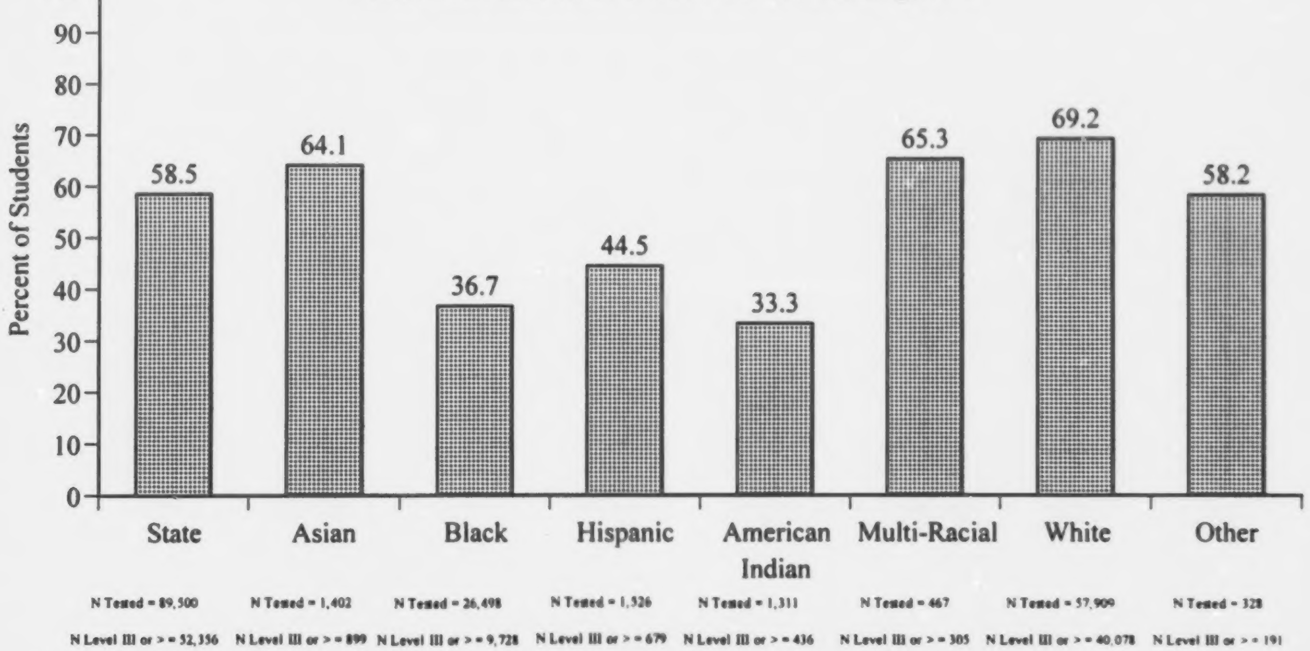
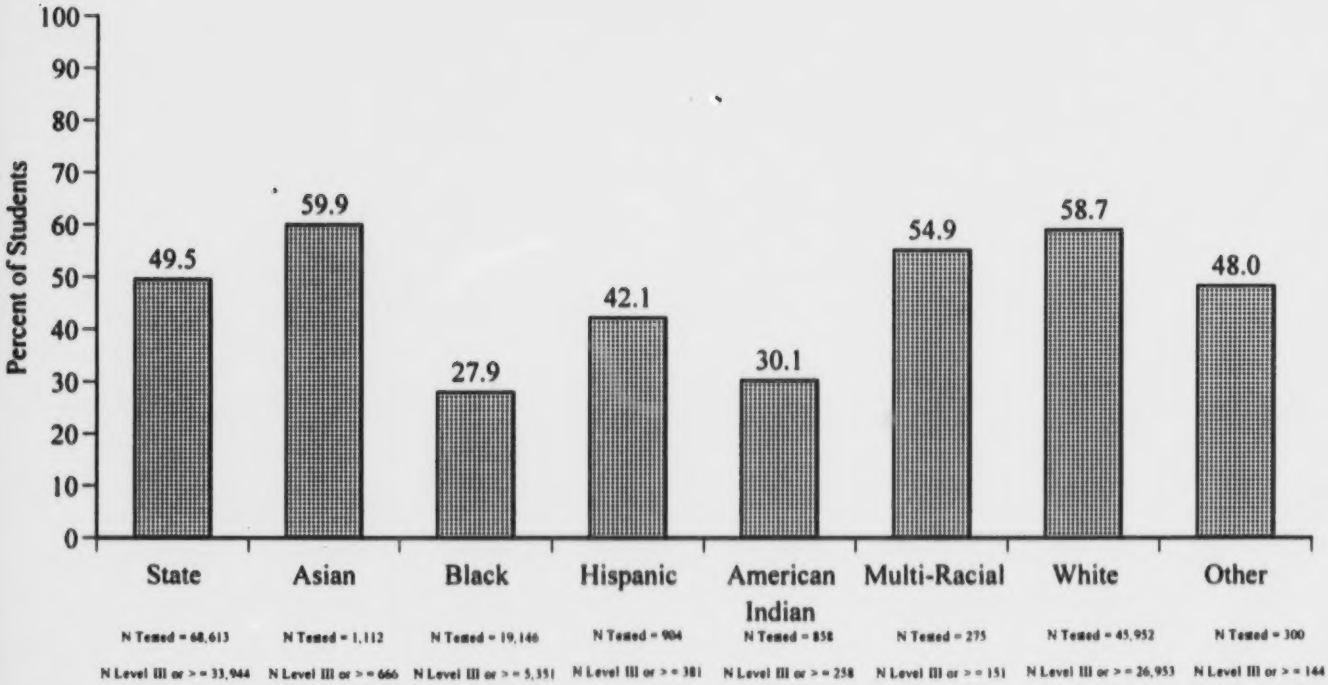


Figure 4. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in English I



Note: "N Tested" and "N Level III or >" for the ethnicity categories do not sum to the "N Tested" and "N Level III or >" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only.

Figure 5. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III in U.S. History



End-of-Course Achievement Level Ranges

End-of-Course Subject	Level I	Level II	Level III	Level IV
Algebra I	23-44	45-54	55-65	66-87
Biology	25-46	47-54	55-64	65-88
Economic, Legal, & Political Systems	21-42	43-51	52-60	61-87
English I	22-42	43-51	52-60	61-85
U.S. History	27-47	48-56	57-64	65-88

Note: "N Tested" and "N Level III or >" for the ethnicity categories do not sum to the "N Tested" and "N Level III or >" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only.

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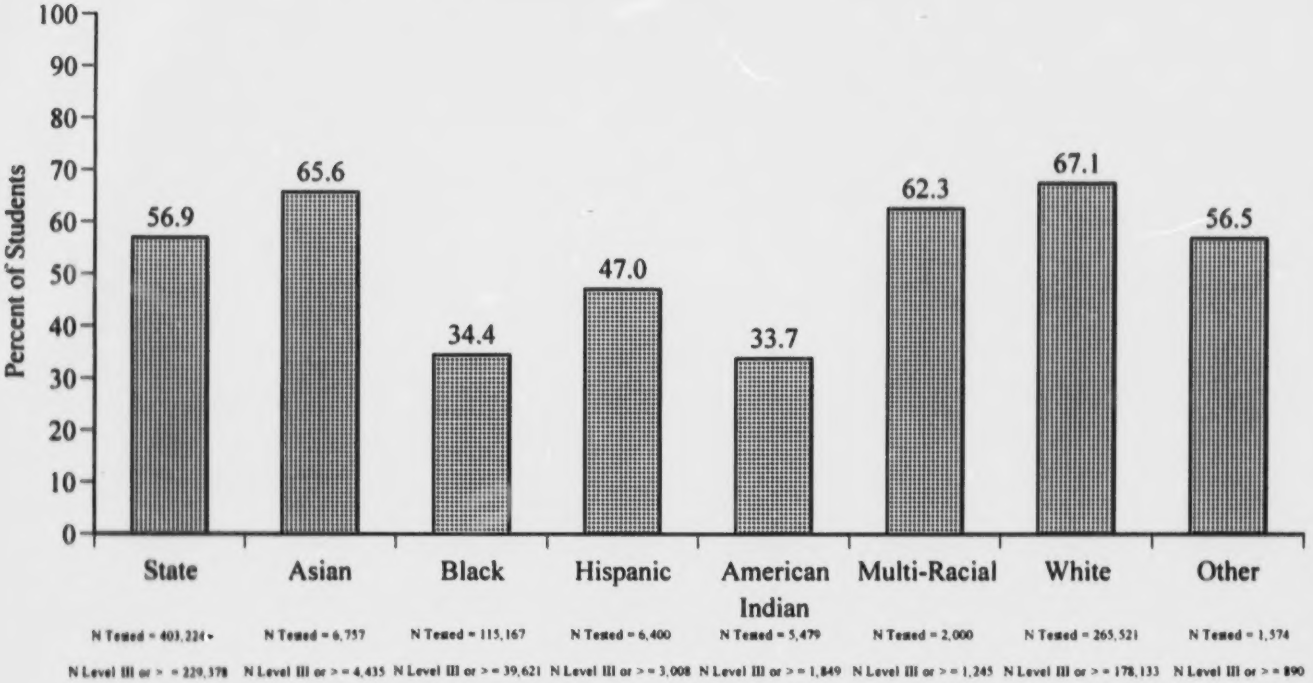
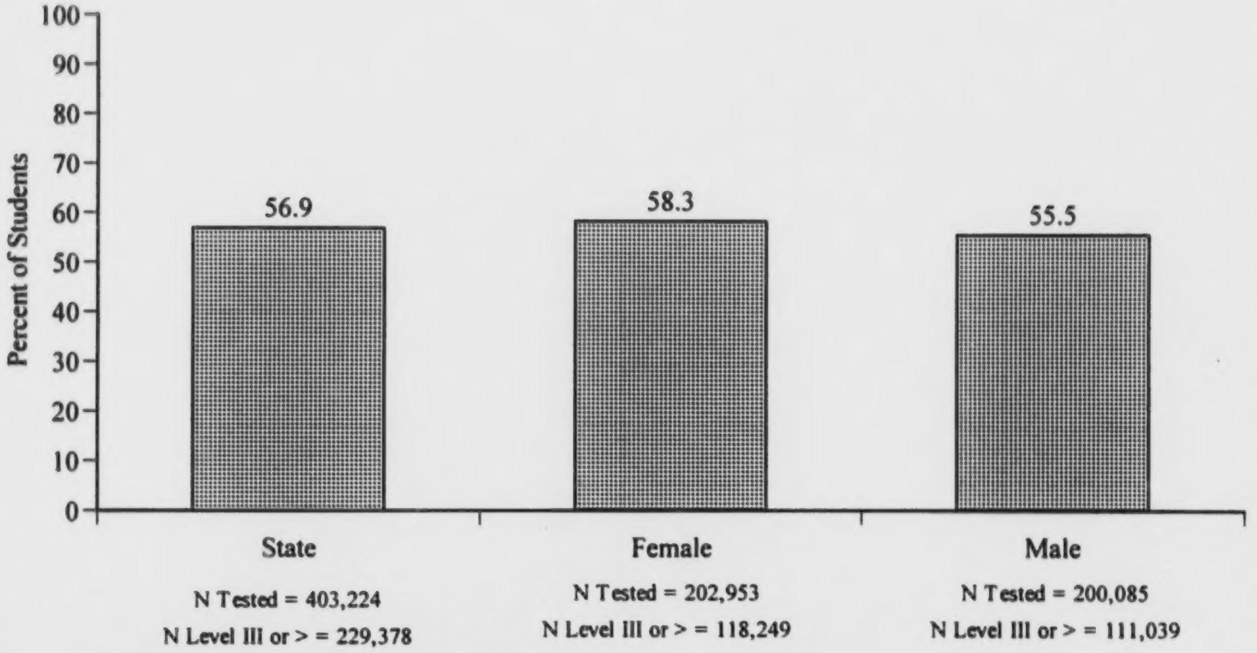
Figure 6. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students at or above Level III across the Five Core Courses
(Algebra I*, Biology*, ELP, English I, and U.S. History)





Notes: *These data reflect changes after publication of the Report Card.
"N Tested" and "N Level III or >" for the ethnicity and gender categories do not sum to the "N Tested" and "N Level III or >" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only.

Table 3. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Subject and Ethnicity

	Algebra I		Biology		ELP		English I		US History	
	N	%	N	%	N	%	N	%	N	%
American Indian										
Achievement Level I	286	26.8	228	24.3	397	30.5	335	25.6	239	27.9
Achievement Level II	435	40.7	352	37.5	457	35.1	540	41.2	361	42.1
Achievement Level III	288	26.9	291	31.0	330	25.3	344	26.2	210	24.5
Achievement Level IV	60	5.6	68	7.2	118	9.1	92	7.0	48	5.6
% Students at III or IV	**348**	**32.6**	**359**	**38.2**	**448**	**34.4**	**436**	**33.3**	**258**	**30.1**
Asian										
Achievement Level I	117	8.2	162	12.9	207	13.3	146	10.4	151	13.6
Achievement Level II	296	20.7	260	20.7	331	21.3	357	25.5	295	26.5
Achievement Level III	580	40.6	478	38.0	552	35.5	517	36.9	407	36.6
Achievement Level IV	436	30.5	358	28.5	466	29.9	382	27.2	259	23.3
% Students at III or IV	**1,016**	**71.1**	**836**	**66.5**	**1,018**	**65.4**	**899**	**64.1**	**666**	**59.9**
Black										
Achievement Level I	6,036	25.9	6,887	30.3	5,483	23.4	5,582	21.1	5,089	26.6
Achievement Level II	9,372	40.2	8,824	38.8	8,379	35.7	11,188	42.2	8,706	45.5
Achievement Level III	6,819	29.3	6,150	27.0	7,582	32.3	8,019	30.3	4,462	23.3
Achievement Level IV	1,084	4.7	888	3.9	2,019	8.6	1,709	6.4	889	4.6
% Students at III or IV	**7,903**	**33.9**	**7,038**	**30.9**	**9,601**	**40.9**	**9,728**	**36.7**	**5,351**	**27.9**
Hispanic										
Achievement Level I	205	16.3	236	19.7	328	21.7	304	19.9	165	18.3
Achievement Level II	443	35.1	369	30.9	441	29.1	543	35.6	358	39.6
Achievement Level III	478	37.9	459	38.4	512	33.8	486	31.8	269	29.8
Achievement Level IV	135	10.7	131	11.0	233	15.4	193	12.6	112	12.4
% Students at III or IV	**613**	**48.6**	**590**	**49.4**	**745**	**49.2**	**679**	**44.5**	**381**	**42.1**
Multi-Racial										
Achievement Level I	57	13.8	46	11.7	53	11.7	52	11.1	31	11.3
Achievement Level II	116	28.2	113	28.7	84	18.6	110	23.6	93	33.8
Achievement Level III	179	43.4	162	41.1	184	40.7	202	43.3	103	37.5
Achievement Level IV	60	14.6	73	18.5	131	29.0	103	22.1	48	17.5
% Students at III or IV	**239**	**58.0**	**235**	**59.6**	**315**	**69.7**	**305**	**65.3**	**151**	**54.9**
White										
Achievement Level I	4,967	8.9	4,742	9.2	4,473	8.3	4,715	8.1	4,588	10.0
Achievement Level II	14,831	26.5	11,410	22.0	10,135	18.8	13,116	22.6	14,411	31.4
Achievement Level III	24,748	44.2	23,511	45.4	21,970	40.7	23,513	40.6	17,652	38.4
Achievement Level IV	11,397	20.4	12,117	23.4	17,359	32.2	16,565	28.6	9,301	20.2
% Students at III or IV	**36,145**	**64.6**	**35,628**	**68.8**	**39,329**	**72.9**	**40,078**	**69.2**	**26,953**	**58.7**
Other										
Achievement Level I	47	16.1	64	19.5	37	11.4	40	12.2	48	16.0
Achievement Level II	92	31.5	77	23.4	74	22.8	97	29.6	108	36.0
Achievement Level III	109	37.3	117	35.6	121	37.2	118	36.0	96	32.0
Achievement Level IV	44	15.1	71	21.6	93	28.6	73	22.3	48	16.0
% Students at III or IV	**153**	**52.4**	**188**	**57.1**	**214**	**65.8**	**191**	**58.2**	**144**	**48.0**
American Indian	1,069	1.3	939	1.2	1,302	1.6	1,311	1.5	858	1.3
Asian	1,429	1.7	1,258	1.6	1,556	1.9	1,402	1.6	1,112	1.6
Black	23,311	27.8	22,749	28.9	23,463	28.4	26,498	29.6	19,146	27.9
Hispanic	1,261	1.5	1,195	1.5	1,514	1.8	1,526	1.7	904	1.3
Multi-Racial	412	0.5	394	0.5	452	0.5	467	0.5	275	0.4
White	55,943	66.8	51,780	65.8	53,937	65.3	57,909	64.7	45,952	67.0
Other	292	0.3	329	0.4	325	0.4	328	0.4	300	0.4
Total	83,717		78,644		82,549		89,441		68,547	

Notes: Due to rounding, some ethnicity categories in some grades may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category.

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Table 4. 1996-97 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level
by Subject and Gender

	Male		Female	
Algebra I	N	%	N	%
Achievement Level I	6,436	15.7	5,277	12.4
Achievement Level II	12,413	30.2	13,177	30.9
Achievement Level III	15,809	38.5	17,399	40.8
Achievement Level IV	6,436	15.7	6,786	15.9
Students at III or IV	**22,245**	**54.1**	**24,185**	**56.7**
Biology	N	%	N	%
Achievement Level I	6,816	17.5	5,555	13.9
Achievement Level II	9,760	25.1	11,656	29.3
Achievement Level III	14,854	38.2	16,331	41.0
Achievement Level IV	7,415	19.1	6,299	15.8
Students at III or IV	**22,269**	**57.3**	**22,630**	**56.8**
ELP	N	%	N	%
Achievement Level I	6,603	15.9	4,379	10.6
Achievement Level II	9,423	22.7	10,485	25.5
Achievement Level III	14,579	35.2	16,683	40.6
Achievement Level IV	10,854	26.2	9,575	23.3
Students at III or IV	**25,433**	**61.3**	**26,258**	**63.9**
English I	N	%	N	%
Achievement Level I	7,641	16.8	3,532	8.0
Achievement Level II	14,169	31.2	11,775	26.7
Achievement Level III	15,589	34.4	17,625	40.0
Achievement Level IV	7,979	17.6	11,146	25.3
Students at III or IV	**23,568**	**51.9**	**28,771**	**65.3**
U.S. History	N	%	N	%
Achievement Level I	5,158	15.5	5,155	14.6
Achievement Level II	10,627	31.9	13,713	38.9
Achievement Level III	11,481	34.5	11,736	33.3
Achievement Level IV	6,043	18.1	4,669	13.2
Students at III or IV	**17,524**	**52.6**	**16,405**	**46.5**

	Algebra I		Biology		ELP		English I		U.S. History	
	N	%	N	%	N	%	N	%	N	%
Male	41,094	49.1	38,845	49.4	41,459	50.2	45,378	50.7	33,309	48.6
Female	42,639	50.9	39,841	50.6	41,122	49.8	44,078	49.3	35,273	51.4

Notes: Due to rounding, some categories in some grades may not sum to 100%.
All percents are calculated based on actual N-counts and are not summed.
When summed, male and female N-counts may not match the state N-counts because students may not have identified themselves as male or female.

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Table 5. 1996-97 End-of-Course Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Algebra I[†]	All Students	83,777	100.0	55.5	55.6
(Scale)	Not Exceptional	67,631	81.1	50.3	54.1
	Academically Gifted	12,010	14.4	93.4	65.9
	Students with Disabilities	3,781	4.5		
	Behaviorally Emotionally Handicapped	285	0.3	17.9	45.2
	Hearing Impaired	101	0.1	40.6	52.1
	Educable Mentally Handicapped	461	0.6	4.6	40.4
	Learning Disabilities	2,406	2.9	29.1	49.0
	Speech-Language Impaired	41	0.0	41.5	52.5
	Visually Impaired	44	0.1	43.2	53.8
	Other Health Impaired	242	0.3	29.3	48.8
	Orthopedically Impaired	40	0.0	27.5	49.8
	Traumatic Brain Injured	22	0.0	*	*
	Other Exceptional Classifications	139	0.2	39.6	50.8
	Section 504	252	0.3	45.6	52.3
	Limited English Proficient	355	0.4	49.3	54.5
Biology[†]	All Students	78,723	100.0	57.0	55.9
(Scale)	Not Exceptional	64,680	83.1	54.1	55.1
	Academically Gifted	8,643	11.1	97.2	65.9
	Students with Disabilities	4,548	5.8		
	Behaviorally Emotionally Handicapped	440	0.6	16.6	46.5
	Hearing Impaired	114	0.1	31.6	49.9
	Educable Mentally Handicapped	685	0.9	4.7	42.8
	Learning Disabilities	2,764	3.5	27.6	49.4
	Speech-Language Impaired	57	0.1	26.3	49.9
	Visually Impaired	37	0.0	48.6	55.6
	Other Health Impaired	250	0.3	26.0	49.2
	Orthopedically Impaired	29	0.0	*	*
	Traumatic Brain Injured	21	0.0	*	*
	Other Exceptional Classifications	151	0.2	43.7	52.2
	Section 504	250	0.3	36.0	52.1
	Limited English Proficient	380	0.5	24.2	49.1

Notes: *No scores are reported for groups with less than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[†] These data reflect changes after publication of the Report Card.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Table 5. 1996-97 End-of-Course Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency (continued)

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
ELP	All Students	82,611	100.0	62.6	53.8
(Scale)	Not Exceptional	68.614	83.5	61.4	53.3
	Academically Gifted	8,017	9.8	98.3	64.0
	Students with Disabilities	5,573	6.8		
	Behaviorally Emotionally Handicapped	577	0.7	21.8	44.0
	Hearing Impaired	96	0.1	27.1	45.9
	Educable Mentally Handicapped	864	1.1	5.0	39.1
	Learning Disabilities	3,380	4.1	29.0	46.1
	Speech-Language Impaired	60	0.1	41.7	49.5
	Visually Impaired	42	0.1	73.8	54.3
	Other Health Impaired	329	0.4	31.3	47.0
	Orthopedically Impaired	44	0.1	52.3	51.7
	Traumatic Brain Injured	25	0.0	*	*
	Other Exceptional Classifications	156	0.2	41.0	49.0
	Section 504	269	0.3	42.0	49.2
	Limited English Proficient	574	0.7	24.4	45.1
English I	All Students	89,500	100.0	58.5	53.2
(Scale)	Not Exceptional	72,913	82.0	57.2	52.6
	Academically Gifted	9,460	10.6	98.7	64.4
	Students with Disabilities	6,550	7.4		
	Behaviorally Emotionally Handicapped	735	0.8	13.7	42.7
	Hearing Impaired	114	0.1	26.3	46.4
	Educable Mentally Handicapped	965	1.1	1.8	38.9
	Learning Disabilities	4,019	4.5	17.3	44.1
	Speech-Language Impaired	69	0.1	27.5	46.3
	Visually Impaired	46	0.1	43.5	50.3
	Other Health Impaired	369	0.4	23.0	45.9
	Orthopedically Impaired	40	0.0	47.5	50.8
	Traumatic Brain Injured	27	0.0	*	*
	Other Exceptional Classifications	166	0.2	31.3	47.4
	Section 504	285	0.3	43.5	49.7
	Limited English Proficient	596	0.7	17.1	44.7

Notes: *No scores are reported for groups with less than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Table 5. 1996-97 End-of-Course Multiple-Choice Test Results
Performance of Students with Disabilities or Limited English Proficiency (continued)

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
U.S.	All Students	68,613	100.0	49.5	56.2
History	Not Exceptional	57,955	84.7	45.9	55.5
(Scale)	Academically Gifted	6,999	10.2	93.8	65.4
	Students with Disabilities	3,488	5.1		
	Behaviorally Emotionally Handicapped	232	0.3	18.1	48.1
	Hearing Impaired	92	0.1	26.1	51.6
	Educable Mentally Handicapped	563	0.8	2.5	43.9
	Learning Disabilities	2,148	3.1	22.2	49.9
	Speech-Language Impaired	35	0.1	20.0	50.2
	Visually Impaired	38	0.1	47.4	55.2
	Other Health Impaired	198	0.3	23.7	49.8
	Orthopedically Impaired	31	0.0	32.3	52.4
	Traumatic Brain Injured	16	0.0	*	*
	Other Exceptional Classifications	135	0.2	34.8	53.2
	Section 504	177	0.3	36.7	53.7
	Limited English Proficient	378	0.6	22.5	50.8

Notes: *No scores are reported for groups with less than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Table 6. 1996-97 End-of-Course Multiple-Choice Test Results
Average Performance of Students Taking Modified Tests

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Algebra I†	All Students	83,777	100.0	55.5	55.6
	Braille Edition	8	0.3	*	*
	Large Print	27	1.1	*	*
	Assistive Technology	4	0.2	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	1	0.0	*	*
	Dictation to Scribe	13	0.6	*	*
	Interpreter Signs Test	6	0.3	*	*
	Magnification Devices	3	0.1	*	*
	Student Marks in Text Book	411	17.4	27.0	48.0
	Test Administrator Reads Test Aloud	216	9.2	29.6	48.6
	Use of Typewriter or Word Processor	4	0.2	*	*
	Hospital/Home Testing	31	1.3	32.3	49.8
	Multiple Test Sessions	37	1.6	37.8	51.9
	Scheduled Extended Time	786	33.3	32.1	49.2
	Testing in a Separate Room	756	32.1	23.7	46.8
	English/Native Language Dictionary/Electronic Translator	35	1.5	71.4	60.2
	Other	19	0.8	*	*
Biology†	All Students	78,723	100.0	57.0	55.9
	Braille Edition	10	0.3	*	*
	Large Print	27	0.8	*	*
	Assistive Technology	0	0.0	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	10	0.3	*	*
	Interpreter Signs Test	12	0.3	*	*
	Magnification Devices	5	0.1	*	*
	Student Marks in Text Book	466	13.0	21.5	48.3
	Test Administrator Reads Test Aloud	915	25.6	18.8	47.6
	Use of Typewriter or Word Processor	1	0.0	*	*
	Hospital/Home Testing	45	1.3	31.1	50.1
	Multiple Test Sessions	66	1.8	47.0	53.8
	Scheduled Extended Time	808	22.6	20.8	47.7
	Testing in a Separate Room	1,066	29.8	20.5	47.6
	English/Native Language Dictionary/Electronic Translator	72	2.0	37.5	51.4
	Other	74	2.1	17.6	45.8

Notes: *No scores are reported for groups with less than thirty students.

†These data reflect changes after publication of the Report Card.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%

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Table 6. 1996-97 End-of-Course Multiple-Choice Test Results
Average Performance of Students Taking Modified Tests (continued)

Course	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
ELP	All Students	82,611	100.0	62.6	53.8
	Braille Edition	9	0.2	*	*
	Large Print	23	0.5	*	*
	Assistive Technology	1	0.0	*	*
	Braille Writer	2	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	21	0.5	*	*
	Interpreter Signs Test	8	0.2	*	*
	Magnification Devices	2	0.0	*	*
	Student Marks in Text Book	518	11.6	27.2	45.9
	Test Administrator Reads Test Aloud	1,047	23.4	21.8	44.7
	Use of Typewriter or Word Processor	3	0.1	*	*
	Hospital/Home Testing	57	1.3	43.9	49.4
	Multiple Test Sessions	49	1.1	32.7	46.8
	Scheduled Extended Time	1,188	26.6	17.9	43.3
	Testing in a Separate Room	1,339	30.0	20.9	44.1
	English/Native Language Dictionary/Electronic Translator	121	2.7	24.0	45.5
	Other	82	1.8	29.3	44.9
English I	All Students	89,500	100.0	58.5	53.2
	Braille Edition	9	0.2	*	*
	Large Print	26	0.6	*	*
	Assistive Technology	1	0.0	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	12	0.3	*	*
	Interpreter Signs Test	5	0.1	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Text Book	580	14.0	12.2	42.5
	Test Administrator Reads Test Aloud	146	3.5	16.4	43.4
	Use of Typewriter or Word Processor	2	0.0	*	*
	Hospital/Home Testing	47	1.1	27.7	47.2
	Multiple Test Sessions	63	1.5	14.3	44.6
	Scheduled Extended Time	1,538	37.1	12.8	42.9
	Testing in a Separate Room	1,521	36.7	9.7	42.1
	English/Native Language Dictionary/Electronic Translator	119	2.9	10.1	44.2
	Other	70	1.7	28.6	45.6

Notes: *No scores are reported for groups with less than thirty students.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%

Table 6. 1996-97 End-of-Course Multiple-Choice Test Results
Average Performance of Students Taking Modified Tests (continued)

Course	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
U.S. History	**All Students**	68,613	100.0	49.5	56.2
	Braille Edition	11	0.4	*	*
	Large Print	17	0.6	*	*
	Assistive Technology	1	0.0	*	*
	Braille Writer	3	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	12	0.4	*	*
	Interpreter Signs Test	7	0.2	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Text Book	362	12.4	16.6	48.2
	Test Administrator Reads Test Aloud	697	23.9	12.2	47.8
	Use of Typewriter or Word Processor	2	0.1	*	*
	Hospital/Home Testing	25	0.9	*	*
	Multiple Test Sessions	30	1.0	20.0	48.0
	Scheduled Extended Time	742	25.5	13.1	47.4
	Testing in a Separate Room	874	30.0	14.3	47.7
	English/Native Language Dictionary/Electronic Translator	59	2.0	23.7	50.1
	Other	69	2.4	18.8	49.7

Notes: *No scores are reported for groups with less than thirty students.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%

Table 7. 1996-97 End-of-Course Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency

	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
ALGEBRA I	Behaviorally-Emotionally Handicapped	4	0	0	0	2	0	2	0
	Hearing Impaired	1	0	0	0	0	0	1	0
	Educable Mentally Handicapped	9	0	0	0	9	0	0	0
	Specific Learning Disabled	11	1	0	0	7	1	1	1
	Speech-Language Impaired	1	1	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	1	0	0	0	1	0	0	0
	Orthopedically Impaired	0	0	0	0	0	0	0	0
	Traumatic Health Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	7	2	0	0	1	3	0	1
	Section 504	38	24	7	6	0	0	0	1
	Limited English Proficient	2	1	0	0	1	0	0	0
	Total	74	29	7	6	21	4	4	3
BIOLOGY	Behaviorally-Emotionally Handicapped	2	0	0	0	2	0	0	0
	Hearing Impaired	1	0	0	0	1	0	0	0
	Educable Mentally Handicapped	46	0	0	0	44	1	0	1
	Specific Learning Disabled	12	0	0	2	6	0	0	4
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	5	0	0	0	3	1	1	0
	Orthopedically Impaired	0	0	0	0	0	0	0	0
	Traumatic Health Impaired	1	0	0	0	0	0	0	1
	Other Exceptional Classifications	12	0	0	2	7	3	0	0
	Section 504	93	61	18	14	0	0	0	0
	Limited English Proficient	11	0	0	0	0	9	0	2
	Total	183	61	18	18	63	14	1	8
ELP	Behaviorally-Emotionally Handicapped	14	0	0	0	13	0	0	1
	Hearing Impaired	1	0	0	0	0	0	1	0
	Educable Mentally Handicapped	96	0	0	0	96	0	0	0
	Specific Learning Disabled	18	0	0	1	12	2	1	2
	Speech-Language Impaired	3	2	0	0	1	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	4	1	0	0	3	0	0	0
	Orthopedically Impaired	1	0	0	0	1	0	0	0
	Traumatic Health Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	20	8	2	2	2	4	0	2
	Section 504	151	91	42	14	2	0	1	1
	Limited English Proficient	5	0	1	0	1	3	0	0
	Total	313	102	45	17	131	9	3	6

*Limited English proficient students may be exempted for up to two years, depending on their level of English proficiency.

Table 7. 1996-97 End-of-Course Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency (continued)

	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
	Behaviorally-Emotionally Handicapped	6	0	0	0	5	0	0	1
	Hearing Impaired	0	0	0	0	0	0	0	0
E	Educable Mentally Handicapped	88	0	0	0	88	0	0	0
N	Specific Learning Disabled	22	3	1	0	13	4	0	1
G	Speech-Language Impaired	4	2	0	0	2	0	0	0
L	Visually Impaired	0	0	0	0	0	0	0	0
I	Other Health Impaired	3	1	0	0	1	0	1	0
S	Orthopedically Impaired	4	1	0	0	2	0	0	1
H	Traumatic Health Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	27	6	1	0	17	2	0	1
I									
	Section 504	157	126	18	11	2	0	0	0
	Limited English Proficient	6	0	1	0	0	5	0	0
	Total	317	139	21	11	130	11	1	4
	Behaviorally-Emotionally Handicapped	4	0	0	0	2	0	0	2
U.	Hearing Impaired	0	0	0	0	0	0	0	0
S.	Educable Mentally Handicapped	43	0	0	0	40	0	0	3
	Specific Learning Disabled	15	2	0	2	11	0	0	0
H	Speech-Language Impaired	2	1	0	1	0	0	0	0
I	Visually Impaired	0	0	0	0	0	0	0	0
S	Other Health Impaired	3	0	0	0	3	0	0	0
T	Orthopedically Impaired	0	0	0	0	0	0	0	0
O	Traumatic Health Impaired	0	0	0	0	0	0	0	0
R	Other Exceptional Classifications	6	1	0	0	3	2	0	0
Y									
	Section 504	90	48	22	19	0	0	0	1
	Limited English Proficient	4	0	0	0	2	1	0	1
	Total	167	52	22	22	61	3	0	7

*Limited English proficient students may be exempted for up to two years, depending on their level of English proficiency.

Table 8. 1996-97 End-of-Course Multiple-Choice Test Results
Characteristics and Average Performance of Students Taking Algebra I

	N	Percent	Percent at or above Level III
All Students	83,777	100.0	55.5
Gender			
Male	41,094	49.1	54.1
Female	42,639	50.9	56.7
Ethnic Group			
American Indian	1,069	1.3	32.6
Asian	1,429	1.7	71.1
Black	23,311	27.8	33.9
Hispanic	1,261	1.5	48.6
Multi-Racial	412	0.5	58.0
White	55,943	66.8	64.6
Other	292	0.3	52.4
Grade Level			
7	1,014	1.2	96.1
8	19,231	23.0	84.7
9	32,119	38.4	61.4
10	19,832	23.7	34.4
11	7,915	9.5	23.6
12	3,617	4.3	20.9
Post High School Plans			
Seek employment	3,550	4.3	29.4
Military service	4,887	5.9	37.7
Trade/Business school	2,336	2.8	31.5
Community/Junior college	12,636	15.3	38.6
Four-year college	47,538	57.7	67.6
Undecided	9,515	11.5	48.3
Other	1,980	2.4	40.6

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	12,839	15.4	91.1
B	20,886	25.1	76.1
C	21,565	25.9	53.9
D	16,879	20.3	31.3
F	10,969	13.2	14.3
Parental Education			
Less than High School	5,560	6.7	36.3
High School	28,532	34.5	46.2
Trade School	3,220	3.9	52.7
Community/Junior College	16,565	20.0	55.0
Four Year College	20,175	24.4	65.5
Graduate Degree	8,598	10.4	78.1
Hours of Homework Assigned Per Week			
None assigned	1,319	1.6	24.6
Less than 1	16,366	19.8	40.6
1 to 3	35,034	42.3	53.5
3 to 5	15,442	18.7	66.4
5 to 10	10,782	13.0	74.2
More than 10	1,994	2.4	74.3
Assigned but not done	1,792	2.2	38.7
Algebra I Levels			
Enrolled in Algebra 1B	29,957	38.3	36.6
Enrolled in regular Algebra I	41,860	53.6	66.7
Enrolled in honors Algebra I	6,316	8.1	87.9

Note: These data reflect changes after publication of the Report Card.

NCDPI/TOPS4/15/98

Table 9. 1996-97 End-of-Course Multiple-Choice Test Results
Characteristics and Average Performance of Students Taking Biology

	N	Percent	Percent at or above Level III
All Students	78,723	100.0	57.0
Gender			
Male	38,845	49.4	57.3
Female	39,841	50.6	56.8
Ethnic Group			
American Indian	939	1.2	38.2
Asian	1,258	1.6	66.5
Black	22,749	28.9	30.9
Hispanic	1,195	1.5	49.4
Multi-Racial	394	0.5	59.6
White	51,780	65.8	68.8
Other	329	0.4	57.1
Grade Level			
9	21,884	27.8	66.0
10	51,350	65.3	55.4
11	4,153	5.3	35.9
12	1,275	1.6	37.0
Post High School Plans			
Seek employment	3,320	4.6	27.9
Military service	4,336	6.0	37.4
Trade/Business school	2,164	3.0	32.0
Community/Junior College	11,210	15.5	43.6
Four-year college	40,717	56.3	69.3
Undecided	8,713	12.0	44.1
Other	1,908	2.6	36.2

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	10,700	13.7	90.7
B	20,029	25.6	76.9
C	22,329	28.5	55.1
D	15,966	20.4	34.8
F	9,354	11.9	19.2
Parental Education			
Less than High School	5,680	7.3	30.8
High School	26,843	34.7	44.7
Trade School	3,150	4.1	57.2
Community College	14,946	19.3	59.1
Four Year College	18,450	23.8	70.7
Graduate Degree	8,293	10.7	82.7
Hours of Homework Assigned Per Week			
None assigned	1,634	2.2	29.3
Less than 1	15,821	21.8	42.7
1 to 3	28,964	39.9	52.8
3 to 5	12,118	16.7	67.5
5 to 10	9,575	13.2	77.1
More than 10	2,440	3.4	80.1
Assigned but not done	2,075	2.9	45.0

Note: These data reflect changes after publication of the Report Card

NCDPI/TOPS/4/15/98

Table 10. 1996-97 End-of-Course Multiple-Choice Test Results
Characteristics and Average Performance of Students Taking ELP

	N	Percent	Percent at or above Level III
All Students	82,611	100.0	62.6
Gender			
Male	41,459	50.2	61.3
Female	41,122	49.8	63.9
Ethnic Group			
American Indian	1,302	1.6	34.4
Asian	1,556	1.9	65.4
Black	23,463	28.4	40.9
Hispanic	1,514	1.8	49.2
Multi-Racial	452	0.5	69.7
White	53,937	65.3	72.9
Other	325	0.4	65.8
Grade Level			
9	70,841	85.8	62.4
10	6,381	7.7	55.2
11	1,869	2.3	67.5
12	3,469	4.2	77.2
Post High School Plans			
Seek employment	3,877	5.0	33.1
Military service	5,147	6.6	46.0
Trade/Business school	2,204	2.8	41.5
Community/Junior college	9,613	12.4	54.5
Four-year college	44,180	56.9	73.7
Undecided	9,968	12.8	49.9
Other	2,611	3.4	34.4

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,655	16.6	94.3
B	20,599	25.1	82.7
C	22,418	27.3	61.3
D	15,840	19.3	38.0
F	9,697	11.8	18.8
Parental Education			
Less than High School	6,864	8.4	33.3
High School	29,023	35.5	51.7
Trade School	3,135	3.8	63.9
Community College	14,771	18.1	68.0
Four Year College	19,268	23.6	75.7
Graduate Degree	8,671	10.6	85.4
Hours of Homework Assigned Per Week			
None assigned	2,272	2.9	36.5
Less than 1	18,440	23.7	49.4
1 to 3	31,489	40.4	60.5
3 to 5	12,312	15.8	74.9
5 to 10	9,068	11.6	82.7
More than 10	1,945	2.5	84.7
Assigned but not done	2,324	3.0	42.0

Table 11. 1996-97 End-of-Course Multiple-Choice Test Results
Characteristics and Average Performance of Students Taking English I

	N	Percent	Percent at or above Level III
All Students	89,500	100.0	58.5
Gender			
Male	45,378	50.7	51.9
Female	44,078	49.3	65.3
Ethnic Group			
American Indian	1,311	1.5	33.3
Asian	1,402	1.6	64.1
Black	26,498	29.6	36.7
Hispanic	1,526	1.7	44.5
Multi-Racial	467	0.5	65.3
White	57,909	64.7	69.2
Other	328	0.4	58.2
Grade Level			
9	87,670	98.0	59.0
10	1,527	1.7	32.8
11	196	0.2	34.7
12	68	0.1	60.3
Post High School Plans			
Seek employment	4,229	5.1	26.6
Military service	5,619	6.8	37.4
Trade/Business school	2,468	3.0	33.5
Community/Junior college	9,334	11.2	49.1
Four-year college	47,072	56.7	71.0
Undecided	11,378	13.7	46.9
Other	2,973	3.6	31.4

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	12,448	14.0	90.3
B	23,738	26.8	77.7
C	24,541	27.7	57.0
D	17,161	19.4	36.1
F	10,765	12.1	19.8
Parental Education			
Less than High School	7,958	9.0	31.2
High School	32,521	36.9	47.8
Trade School	3,369	3.8	58.7
Community College	15,823	17.9	64.2
Four Year College	19,795	22.4	72.7
Graduate Degree	8,723	9.9	83.3
Hours of Homework Assigned Per Week			
None assigned	2,414	2.9	25.0
Less than 1	19,435	23.3	43.2
1 to 3	34,059	40.8	57.1
3 to 5	13,358	16.0	72.1
5 to 10	9,660	11.6	81.8
More than 10	2,029	2.4	82.6
Assigned but not done	2,475	3.0	32.8

Table 12. 1996-97 End-of-Course Multiple-Choice Test Results
Characteristics and Average Performance of Students Taking U.S. History

	N	Percent	Percent at or above Level III
All Students	68,613	100.0	49.5
Gender			
Male	33,309	48.6	52.6
Female	35,273	51.4	46.5
Ethnic Group			
American Indian	858	1.3	30.1
Asian	1,112	1.6	59.9
Black	19,146	27.9	27.9
Hispanic	904	1.3	42.1
Multi-Racial	275	0.4	54.9
White	45,952	67.0	58.7
Other	300	0.4	48.0
Grade Level			
9	718	1.0	25.3
10	3,909	5.7	24.5
11	58,288	85.0	52.7
12	5,648	8.2	36.2
Post High School Plans			
Seek employment	3,258	4.8	22.0
Military service	3,787	5.6	33.1
Trade/Business school	1,964	2.9	25.0
Community/Junior college	15,212	22.4	32.3
Four-year college	36,073	53.1	65.3
Undecided	6,355	9.4	36.9
Other	1,274	1.9	32.3

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,041	13.3	86.0
B	17,252	25.3	69.0
C	20,643	30.3	45.6
D	15,030	22.0	25.2
F	6,225	9.1	14.5
Parental Education			
Less than High School	4,445	6.5	22.9
High School	22,522	33.2	36.4
Trade School	3,230	4.8	50.8
Community College	14,518	21.4	48.9
Four Year College	15,925	23.4	62.5
Graduate Degree	7,287	10.7	78.9
Hours of Homework Assigned Per Week			
None assigned	1,427	2.1	29.0
Less than 1	13,241	19.4	36.3
1 to 3	25,194	37.0	41.9
3 to 5	11,971	17.6	55.8
5 to 10	10,841	15.9	68.6
More than 10	3,785	5.6	80.9
Assigned but not done	1,629	2.4	49.0

Table 13. 1996-97 End-of-Course Goal Summary Report
Algebra I

	Number of Observations*	Number of Items /Area	Mean Scale Score
ALGEBRA I: The central point of each range of scale scores is based upon the 1994 State Average of 55.1	83,777	81	55.6
GOAL 1: Use the Language of Algebra		36	50.1
GOAL 2: Perform operations with real numbers		90	53.4
GOAL 3: Solve equations and inequalities with one variable		117	52.6
GOAL 4: Demonstrate an elementary understanding of relations and functions		90	52.7
GOAL 5: Graph and use linear equations and inequalities		99	54.2
GOAL 6: Graph and solve systems of linear equations and inequalities		63	53.8
GOAL 7: Perform operations with polynomials		99	53.9
GOAL 8: Work with ratios, proportions, and percents		36	52.9
GOAL 9: Explore, graph, and interpret nonlinear equations		99	54.5
Basic Operations and Equations (Goals 1-3)		243	53.3
Linear Relationships (Goals 4-6)		252	55.2
Ratios, Proportions and Percents, and Non-linear Relationships (Goals 7-9)		234	55.6

	P	Q	R	S	T	U	M	N	O
NUMBER OF STUDENTS TAKING FORM	490	464	451	4,824	4,741	4,734	22,773	22,685	22,615

*"Number of Observations" includes students who attempted at least one item on the test.

Table 14. 1996-97 End-of-Course Goal Summary Report
Biology

		Number of Observations*	Number of Items /Area	Mean Scale Score
BIOLOGY		78,723	95	55.9
SKILL GOALS				
GOAL 1 :	Develop an understanding of the nature of science		20	52.7
GOAL 2 :	Develop the ability to use science process skills		289	55.8
GOAL 3 :	Develop the ability to use science manipulative skills		12	51.9
GOAL 5 :	Have an understanding of the relevance of current topics in biology		26	52.4
Conceptual Knowledge:	Understand the fundamental concepts, principles, and facts of science		223	54.8
CONTENT GOALS				
GOAL 6 :	Understand the chemical and physical basis of life		180	53.8
GOAL 7 :	Understand the continuity of life		228	55.4
GOAL 8 :	Have an understanding of ecology		162	56.1

	J	K	L	M	N	O
NUMBER OF STUDENTS TAKING FORM	18,631	18,511	197	7,727	7,629	26,028

*"Number of Observations" includes students who attempted at least one item on the test.

Table 15. 1996-97 End-of-Course Goal Summary Report
Economic, Legal, & Political Systems

	Number of Observations*	Number of Items /Area	Mean Scale Score
Core Score	82,611	100	53.8
GOAL 1: Awareness and Understanding of Issues and Problems Confronting the American Economic, Legal, and Political Systems		56	51.3
GOAL 2: Knowledge of the Rights and an Understanding of the Obligations of Responsible Citizenship		70	52.0
GOAL 3: Understand How and Why Individuals and Groups Make Economic Decisions		60	52.5
GOAL 4: Know Features of the Economic System of the United States		66	52.1
GOAL 5: Understand Factors Influencing the United States Economy		66	52.3
GOAL 6: Understand the Function and Importance of the North Carolina and United States Constitutions		66	52.4
GOAL 7: Know the Structure and Functions of Local, State, and National Governments and Understand their Relationship		60	52.4
GOAL 8: Understand Why Laws are Needed and How they are Enacted, Implemented, and Enforced		66	53.9
GOAL 9: Understand How Political and Legal Systems Provide for Balancing Competing Interests and Resolving Conflicts		60	52.7
GOAL 10: Understand the Influence of Ethical and Moral Principles and Religious Beliefs on the Development of our Economic, Legal, and Political Systems		30	52.8
Economics		318	53.0
Law and Government		282	54.1

	A	B	C	D	E	F
NUMBER OF STUDENTS TAKING FORM	210	19,902	19,701	27,260	7,788	7,750

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*"Number of Observations" includes students who attempted at least one item on the test.

Table 16. 1996-97 End-of-Course Goal Summary Report
English I

		Number of Observations*	Number of of Items /Area	Mean Scale Score
English I		89,500	72	53.2
GOAL 1 :	Use strategies and processes that enhance control of communication skills development		183	51.5
GOAL 2 :	Use language for the acquisition, interpretation, and application of information		156	53.6
OBJ 2.1:	Identify, collect, or select information and ideas		11	52.1
OBJ 2.2:	Analyze, synthesize, and organize information and discover related ideas, concepts, and generalizations		126	53.4
OBJ 2.3:	Apply, extend, and expand on information and concepts		19	51.3
GOAL 3 :	Use language for critical analysis and evaluation		93	53.0
GOAL 4 :	Use language for aesthetic and personal response (not tested)			
Editing			180	51.4
Textual Analysis			252	53.7

	M	N	O	J	K	L
NUMBER OF STUDENTS TAKING FORM	21,456	21,337	563	8,548	8,416	29,180

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*"Number of Observations" includes students who attempted at least one item on the test.

Table 17. 1996-97 End-of-Course Goal Summary Report
U.S. History

	Number of Observations*	Number of Items /Area	Mean Scale Score
U.S. History	68,613	100	56.2
GOAL 1: Analyze elements in the American Colonial experience that led to separation from England		45	52.7
GOAL 2: Apply ideas of self government as expressed in America's founding documents		51	52.6
GOAL 3: Judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815)		36	52.0
GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850		54	51.8
GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government		42	53.1
GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries		36	51.5
GOAL 7: Analyze the causes and effects of the United States involvement in international affairs		60	52.4
GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s		48	53.7
GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era		60	53.6
GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century		60	55.2
GOAL 11: Analyze changes in American political life in the last half-century		60	55.2
GOAL 12: Evaluate the conduct of United States foreign policy over the last half-century		48	54.7

	M	N	O	P	Q	R	J
NUMBER OF STUDENTS TAKING FORM	192	16,279	16,250	22,711	6,609	6,569	3

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*"Number of Observations" includes students who attempted at least one item on the test.

Table 18. 1996-97 End-of-Course Algebra I Scale Score Frequency Report

Number of Students with Valid Scores*	83,777	High Score	87
		Low Score	23
Mean	55.6		
Standard Deviation	9.7		

Achievement Level Ranges

Level I	23-44
Level II	45-54
Level III	55-65
Level IV	66-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
87	1	83777	0.00	100.00
86	15	83776	0.02	100.00
85	25	83761	0.03	99.98
84	41	83736	0.05	99.95
83	96	83695	0.11	99.90
82	97	83599	0.12	99.79
81	61	83502	0.07	99.67
80	207	83441	0.25	99.60
79	147	83234	0.18	99.35
78	217	83087	0.26	99.18
77	339	82870	0.40	98.92
76	244	82531	0.29	98.51
75	473	82287	0.57	98.22
74	544	81814	0.65	97.66
73	587	81270	0.70	97.01
72	926	80683	1.11	96.31
71	1335	79757	1.59	95.20
70	869	78422	1.04	93.61
69	1274	77553	1.52	92.57
68	1764	76279	2.11	91.05
67	1606	74515	1.92	88.94
66	2363	72909	2.82	87.03
65	1819	70546	2.17	84.21
64	2302	68727	2.75	82.03
63	3121	66425	3.73	79.29
62	2781	63304	3.32	75.56
61	2645	60523	3.16	72.24
60	3474	57878	4.15	69.08
59	3289	54404	3.93	64.94
58	3425	51115	4.09	61.01
57	3261	47690	3.89	56.92
56	3561	44429	4.25	53.03
55	3546	40868	4.23	48.78
54	2982	37322	3.56	44.55
53	3415	34340	4.08	40.99
52	2125	30925	2.54	36.91
51	4264	28800	5.09	34.38
50	2006	24536	2.39	29.29
49	2047	22530	2.44	26.89
48	3114	20483	3.72	24.45
47	2259	17369	2.70	20.73
46	1737	15110	2.07	18.04
45	1653	13373	1.97	15.96
44	1559	11720	1.86	13.99
43	1574	10161	1.88	12.13
42	1355	8587	1.62	10.25
41	1220	7232	1.46	8.63
40	1178	6012	1.41	7.18
39	1021	4834	1.22	5.77
38	888	3813	1.06	4.55
37	744	2925	0.89	3.49
36	737	2181	0.88	2.60
35	539	1444	0.64	1.72
34	331	905	0.40	1.08
33	204	574	0.24	0.69
32	170	370	0.20	0.44
31	104	200	0.12	0.24
<31	96	96	0.11	0.11

*Students with valid scores are those who attempted at least one item on the test.

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Table 19. 1996-97 End-of-Course Biology Scale Score Frequency Report

Number of Students with Valid Scores*	78,723
Mean	55.9
Standard Deviation	8.9

High Score	87
Low Score	25

Achievement Level Ranges

Level I	25-46
Level II	47-54
Level III	55-64
Level IV	65-88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
87	1	78723	0.00	100.00
86	4	78722	0.01	100.00
85	5	78718	0.01	99.99
84	14	78713	0.02	99.99
83	13	78699	0.02	99.97
82	35	78686	0.04	99.95
81	8	78651	0.01	99.91
80	43	78643	0.05	99.90
79	84	78600	0.11	99.84
78	96	78516	0.12	99.74
77	124	78420	0.16	99.62
76	302	78296	0.38	99.46
75	308	77994	0.39	99.07
74	287	77686	0.36	98.68
73	642	77399	0.82	98.32
72	648	76757	0.82	97.50
71	913	76109	1.16	96.68
70	979	75196	1.24	95.52
69	1100	74217	1.40	94.28
68	1765	73117	2.24	92.88
67	1729	69623	2.77	88.44
65	2436	67442	3.09	85.67
64	2069	65006	2.63	82.58
63	2870	62937	3.65	79.95
62	3023	60067	3.84	76.30
61	3107	57044	3.95	72.46
60	3212	53937	4.08	68.51
59	3474	50725	4.41	64.43
58	3365	47251	4.27	60.02
57	3502	43886	4.45	55.75
56	3504	40384	4.45	51.30
55	3067	36880	3.90	46.85
54	3641	33813	4.63	42.95
53	3367	30172	4.28	38.33
52	2928	26805	3.72	34.05
51	2408	23877	3.06	30.33
50	3013	21469	3.83	27.27
49	2324	18456	2.95	23.44
48	1970	16132	2.50	20.49
47	1777	14162	2.26	17.99
46	1986	12385	2.52	15.73
45	1700	10399	2.16	13.21
44	1287	8699	1.63	11.05
43	1205	7412	1.53	9.42
42	1426	6207	1.81	7.88
41	903	4781	1.15	6.07
40	812	3878	1.03	4.93
39	852	3066	1.08	3.89
38	806	2214	1.02	2.81
37	370	1408	0.47	1.79
36	317	1038	0.40	1.32
35	374	721	0.48	0.92
34	150	347	0.19	0.44
33	96	197	0.12	0.25
32	34	101	0.04	0.13
<32	66	66	0.08	0.08

*Students with valid scores are those who attempted at least one item on the test.

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Table 20. 1996-97 End-of-Course Econ, Legal, and Political Frequency Report

Number of Students with Valid Scores*	82,611
Mean	53.8
Standard Deviation	9.3

High Score	85
Low Score	21

Achievement Level Ranges

Level I	21-42
Level II	43-51
Level III	52-60
Level IV	61-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
85	2	82611	0.00	100.00
84	1	82609	0.00	100.00
83	2	82608	0.00	100.00
82	4	82606	0.00	99.99
81	10	82602	0.01	99.99
80	37	82592	0.04	99.98
79	16	82555	0.02	99.93
78	38	82539	0.05	99.91
77	100	82501	0.12	99.87
76	90	82401	0.11	99.75
75	174	82311	0.21	99.64
74	177	82137	0.21	99.43
73	260	81960	0.31	99.21
72	409	81700	0.50	98.90
71	747	81291	0.90	98.40
70	760	80544	0.92	97.50
69	697	79784	0.84	96.58
68	1466	79087	1.77	95.73
67	1274	77621	1.54	93.96
66	1673	76347	2.03	92.42
65	1810	74674	2.19	90.39
64	2312	72864	2.80	88.20
63	2573	70552	3.11	85.40
62	2721	67979	3.29	82.29
61	3084	65258	3.73	78.99
60	3049	62174	3.69	75.26
59	3264	59125	3.95	71.57
58	3626	55861	4.39	67.62
57	3469	52235	4.20	63.23
56	3543	48766	4.29	59.03
55	4161	45223	5.04	54.74
54	3371	41062	4.08	49.71
53	3283	37691	3.97	45.62
52	3509	34408	4.25	41.65
51	2554	30899	3.09	37.40
50	2726	28345	3.30	34.31
49	2688	25619	3.25	31.01
48	2764	22931	3.35	27.76
47	2226	20167	2.69	24.41
46	2184	17941	2.64	21.72
45	1657	15757	2.01	19.07
44	1654	14100	2.00	17.07
43	1459	12446	1.77	15.07
42	1730	10987	2.09	13.30
41	1221	9257	1.48	11.21
40	1039	8036	1.26	9.73
39	1197	6997	1.45	8.47
38	1370	5800	1.66	7.02
37	732	4430	0.89	5.36
36	781	3698	0.95	4.48
35	760	2917	0.92	3.53
34	815	2157	0.99	2.61
33	471	1342	0.57	1.62
32	306	871	0.37	1.05
<32	565	565	0.68	0.68

*Students with valid scores are those who attempted at least one item on the test.

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Table 21. 1996-97 End-of-Course English I Scale Score Frequency Report

Number of Students with Valid Scores*	89,500	High Score	83
		Low Score	22
Mean	53.2	Achievement Level Ranges	
		Level I	22-42
Standard Deviation	8.9	Level II	43-51
		Level III	52-60
		Level IV	61-85

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
83	3	89500	0.00	100.00
82	5	89497	0.01	100.00
81	12	89492	0.01	99.99
80	15	89480	0.02	99.98
79	23	89465	0.03	99.96
78	77	89442	0.09	99.94
77	22	89365	0.02	99.85
76	113	89343	0.13	99.82
75	196	89230	0.22	99.70
74	161	89034	0.18	99.48
73	219	88873	0.24	99.30
72	450	88654	0.50	99.05
71	423	88204	0.47	98.55
70	616	87781	0.69	98.08
69	962	87165	1.07	97.39
68	907	86203	1.01	96.32
67	1115	85296	1.25	95.30
66	1996	84181	2.23	94.06
65	1700	82185	1.90	91.83
64	1772	80485	1.98	89.93
63	3166	78713	3.54	87.95
62	1881	75547	2.10	84.41
61	3297	73666	3.68	82.31
60	3478	70369	3.89	78.62
59	3649	66891	4.08	74.74
58	2950	63242	3.30	70.66
57	3671	60292	4.10	67.37
56	3422	56621	3.82	63.26
55	4532	53199	5.06	59.44
54	3735	48667	4.17	54.38
53	3268	44932	3.65	50.20
52	4520	41664	5.05	46.55
51	3214	37144	3.59	41.50
50	3527	33930	3.94	37.91
49	3425	30403	3.83	33.97
48	3654	26978	4.08	30.14
47	2588	23324	2.89	26.06
46	2297	20736	2.57	23.17
45	2944	18439	3.29	20.60
44	2011	15495	2.25	17.31
43	2304	13484	2.57	15.07
42	1804	11180	2.02	12.49
41	1617	9376	1.81	10.48
40	1420	7759	1.59	8.67
39	1244	6339	1.39	7.08
38	891	5095	1.00	5.69
37	1018	4204	1.14	4.70
36	810	3186	0.91	3.56
35	709	2376	0.79	2.65
34	519	1667	0.58	1.86
33	388	1148	0.43	1.28
32	356	760	0.40	0.85
31	201	404	0.22	0.45
30	80	203	0.09	0.23
29	51	123	0.06	0.14
<29	72	72	0.08	0.08

*Students with valid scores are those who attempted at least one item on the test.

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Table 22. 1996-97 End-of-Course U.S. History Scale Score Frequency Report

Number of Students with Valid Scores*	68,613
Mean	56.2
Standard Deviation	8.2

High Score	86
Low Score	27

Achievement Level Ranges

Level I	27-47
Level II	48-56
Level III	57-64
Level IV	65-88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
86	1	68613	0.00	100.00
85	1	68612	0.00	100.00
84	7	68611	0.01	100.00
83	8	68604	0.01	99.99
82	9	68596	0.01	99.98
81	17	68587	0.02	99.96
80	31	68570	0.05	99.94
79	40	68539	0.06	99.89
78	63	68499	0.09	99.83
77	148	68436	0.22	99.74
76	116	68288	0.17	99.53
75	207	68172	0.30	99.36
74	309	67965	0.45	99.06
73	363	67656	0.53	98.61
72	461	67293	0.67	98.08
71	679	66832	0.99	97.40
70	878	66153	1.28	96.41
69	1068	65275	1.56	95.14
68	1219	64207	1.78	93.58
67	1356	62988	1.98	91.80
66	1966	61632	2.87	89.83
65	1773	59666	2.58	86.96
64	2272	57893	3.31	84.38
63	2798	55621	4.08	81.06
62	2376	52823	3.46	76.99
61	3098	50447	4.52	73.52
60	3107	47349	4.53	69.01
59	3039	44242	4.43	64.48
58	3086	41203	4.50	60.05
57	3448	38117	5.03	55.55
56	3021	34669	4.40	50.53
55	3414	31648	4.98	46.13
54	2805	28234	4.09	41.15
53	2587	25429	3.77	37.06
52	3230	22842	4.71	33.29
51	2641	19612	3.85	28.58
50	2117	16971	3.09	24.73
49	2224	14854	3.24	21.65
48	2313	12630	3.37	18.41
47	1356	10317	1.98	15.04
46	1487	8961	2.17	13.06
45	1565	7474	2.28	10.89
44	1381	5909	2.01	8.61
43	1063	4528	1.55	6.60
42	781	3465	1.14	5.05
41	665	2684	0.97	3.91
40	553	2019	0.81	2.94
39	463	1466	0.67	2.14
38	404	1003	0.59	1.46
37	283	599	0.41	0.87
36	128	316	0.19	0.46
35	115	188	0.17	0.27
34	31	73	0.05	0.11
33	19	42	0.03	0.06
32	7	23	0.01	0.03
31	4	16	0.01	0.02
<31	12	12	0.02	0.02

*Students with valid scores are those who attempted at least one item on the test.

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Table 23. 1996-1997 End-of-Course Multiple-Choice Test Results
Algebra I -- Mean Scale Score* by LEA (Maximum=87)

State	Mean Score	1997 LEA Performance
	62.9	Watauga
	...	
	62.1	Transylvania
	61.9	
	61.7	Clay
	61.5	
	61.3	Chapel Hill
	61.1	
	60.9	Dare
	...	
	60.3	Wake
	...	
	59.5	Buncombe, Camden, Iredell-Statesville
	59.3	Asheboro
	59.1	Elkin, Jackson, Lenoir, Newton-Conover
	58.9	
	58.7	Catawba, Graham, Wilkes
	58.5	Cabarrus, Shelby
	58.3	Carteret, Surry
	58.1	Currituck, Mooresville, New Hanover
	57.9	Haywood, Swain
	57.7	Forsyth, Granville, McDowell
	57.5	Henderson, Hickory, Wilson
	57.3	Cherokee, Cleveland, Clinton, Craven, Macon, Onslow
	57.1	Johnston, Roanoke Rapids
	56.9	Lexington, Madison
	56.7	Orange, Pamlico
	56.5	Guilford, Moore, Scotland
	56.3	Lincoln, Randolph
	56.1	Alleghany, Burke, Davidson, Mount Airy, Pitt, Union
	55.9	Beaufort, Gates, Person
1997 State	55.7	
	55.5	Edgecombe, Greene, Harnett, Rockingham
	55.3	Ashe, Chatham, Durham, Franklin, Lee, Rowan
1994 State, 1996 State	55.1	Davie, Tyrrell
	54.9	
1995 State	54.7	Kings Mountain, Polk
	54.5	Asheville, Avery, Whiteville
	54.3	Chowan, Gaston
	54.1	Caldwell, Rutherford
	53.9	Alamance, Brunswick, Duplin, Stokes, Yancey
	53.7	Nash/Rocky Mount, Pender, Stanly
	53.5	Bertie
	53.3	Alexander
	53.1	Kannapolis, Mitchell, Yadkin
	52.9	Mecklenburg, Pasquotank, Wayne
	52.7	
	52.5	
	52.3	
	52.1	Martin, Montgomery, Perquimans, Richmond
	51.9	Washington
	51.7	Columbus, Thomasville
	51.5	Anson
	51.3	
	51.1	Bladen, Cumberland, Hoke, Northampton
	50.9	
	50.7	
	50.5	Caswell, Warren
	50.3	
	50.1	Robeson, Vance
	...	
	48.7	Hyde
	48.5	Sampson
	...	
	47.9	Jones
	...	
	46.7	Halifax
	...	
	44.7	Weldon
	43.9	Hertford

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*Scale scores are rounded up to the nearest two-tenths of a point.

Table 24. 1996-1997 End-of-Course Multiple-Choice Test Results
Biology -- Mean Scale Score* by LEA (Maximum=88)

State	Mean Score	1997 LEA Performance
	61.7	Chapel Hill
	...	
	61.1	Transylvania
	...	
	60.7	Lexington
	...	
	59.9	Macon, Watauga
	59.7	
	59.5	Camden, Polk
	59.3	Jackson
	59.1	
	58.9	Buncombe, Henderson, McDowell, Newton-Conover
	58.7	
	58.5	Wake, Wilkes, Yancey
	58.3	
	58.1	Cabarrus, Mooresville
	57.9	Stokes
	57.7	Hickory, Orange, Shelby, Whiteville
	57.5	Clay, Elkin, Person, Thomasville, Yadkin
	57.3	Asheboro, Carteret, Cherokee, Onslow
	57.1	Burke, Dare, Davidson, Guilford, Haywood, Johnston, New Hanover, Roanoke Rapids, Surry, Union
	56.9	Davie, Hyde
	56.7	Alleghany, Asheville, Lincoln, Madison
	56.5	Cleveland, Iredell-Statesville, Mecklenburg, Pamlico, Pitt, Tyrrell
	56.3	Graham, Mount Airy
	56.1	Avery, Catawba, Kings Mountain, Mitchell, Pasquotank, Stanly
1997 State	55.9	Craven, Randolph, Swain
	55.7	Ashe, Forsyth
1995 State, 1996 State	55.5	Chatham, Gaston, Rutherford
	55.3	Brunswick, Wilson
	55.1	Caldwell, Chowan, Moore, Nash/Rocky Mount, Rowan
	54.9	Alamance, Alexander, Cumberland, Duplin, Durham
	54.7	Beaufort, Harnett, Northampton
	54.5	
	54.3	Jones, Lee, Wayne
	54.1	
	53.9	Clinton, Franklin, Gates, Richmond
	53.7	Lenoir, Pender, Rockingham, Scotland
	53.5	Edgecombe, Kannapolis
	53.3	
	53.1	Montgomery, Vance
	52.9	Hoke
	52.7	Currituck, Perquimans
	52.5	Bladen, Granville, Greene
	52.3	
	52.1	Anson, Caswell, Robeson
	51.9	
	51.7	Sampson
	51.5	
	51.3	Martin, Washington
	51.1	Hertford
	50.9	
	50.7	
	50.5	Columbus
	50.3	
	50.1	Bertie
	49.9	
	49.7	
	49.5	
	49.3	
	49.1	Warren
	...	
	47.7	Weldon
	...	
	46.5	Halifax

*Scale scores are rounded up to the nearest two-tenths of a point.

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Table 25. 1996-1997 End-of-Course Multiple-Choice Test Results
ELP -- Mean Scale Score* by LEA (Maximum=87)

State	Mean Score	1997 LEA Performance
	61.9	Greene
	...	
	59.9	Swain
	59.7	Currituck
	...	
	58.9	Chapel Hill
	58.7	Transylvania
	58.5	Polk
	58.3	Kings Mountain
	58.1	
	57.9	
	57.7	Roanoke Rapids
	57.5	
	57.3	Macon, Watauga
	57.1	Iredell-Statesville, Shelby
	56.9	
	56.7	Hyde, Yadkin
	56.5	Dare, Madison, Wake, Whiteville
	56.3	Buncombe
	56.1	Cherokee, Henderson
	55.9	Clay
	55.7	Cabarrus, Mooresville, Pitt, Wilkes
	55.5	Brunswick, Carteret, Guilford
	55.3	Asheville, Edgecombe, Hoke, Mount Airy, New Hanover
	55.1	Avery, Graham
	54.9	Asheboro, Hickory, Union
	54.7	Johnston, Lincoln
	54.5	Clinton, Onslow, Orange
	54.3	Davidson, Davie, Duplin, Jackson, McDowell, Moore, Pamlico
	54.1	Craven, Elkin, Mitchell
1997 State	53.9	Alleghany, Camden, Kannapolis, Haywood, Hertford
	53.7	Catawba, Cumberland, Lenoir, Newton-Conover, Rockingham, Stokes, Surry
	53.5	Forsyth, Harnett, Pasquotank, Stanly
	53.3	Bertie, Cleveland, Mecklenburg, Yancey
	53.1	Rutherford
	52.9	Alamance, Caswell, Chowan, Person, Rowan
	52.7	Chatham, Lee
	52.5	Ashe, Burke, Gaston, Nash/Rocky Mount
	52.3	Beaufort, Tyrrell
	52.1	Randolph
	51.9	Granville, Richmond, Wilson
	51.7	Columbus, Durham, Franklin, Gates, Wayne
	51.5	Alexander, Caldwell, Pender, Sampson
	51.3	Bladen
	51.1	Lexington, Montgomery
	50.9	
	50.7	Thomasville, Vance, Warren
	50.5	Scotland
	50.3	
	50.1	
	49.9	
	49.7	
	49.5	Anson
	49.3	
	49.1	Washington
	...	
	48.9	Jones
	48.7	Weldon
	...	
	48.1	Perquimans
	...	
	47.5	Northampton
	47.3	Martin, Robeson
	...	
	46.7	Halifax

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*Scale scores are rounded up to the nearest two-tenths of a point.

Table 26. 1996-1997 End-of-Course Test Results
English 1 -- Mean Scale Score* by LEA (Maximum=85)

State	Mean Score	1997 LEA Performance
	59.9	Chapel Hill
	...	
	58.1	Watauga
	...	
	57.7	Transylvania
	...	
	56.5	Clay
	56.3	
	56.1	Dare, Mitchell
	55.9	Shelby, Wake
	55.7	Macon, Mooresville, Mount Airy
	55.5	Buncombe
	55.3	Asheboro, Elkin, Graham
	55.1	Asheville
	54.9	Cabarrus, Carteret, Cherokee, New Hanover, Union
	54.7	Henderson
	54.5	Guilford, Hickory, Newton-Conover, Orange, Pitt
	54.3	Roanoke Rapids
	54.1	Davidson, Haywood, Jackson, Johnston, Stanly, Swain
	53.9	Forsyth
	53.7	Camden, Chatham, Davie, Onslow, Yadkin
	53.5	Ashe, Catawba, Craven, Cumberland, McDowell, Polk
1997 State	53.3	Alleghany, Iredell-Statesville, Moore, Wilkes
1995 State, 1996 State	53.1	Beaufort, Burke, Lincoln, Mecklenburg, Randolph, Rockingham, Surry, Whiteville
	52.9	Alamance, Alexander, Cleveland, Durham, Greene, Pamlico, Yancey
	52.7	Avery, Person, Rowan
	52.5	Granville, Madison
	52.3	Clinton, Gaston, Lenoir, Richmond, Rutherford, Stokes
	52.1	Currituck, Pender
	51.9	Caldwell, Duplin, Edgecombe, Lee, Nash/Rocky Mount
	51.7	Harnett, Lexington, Pasquotank
	51.5	Brunswick, Chowan, Franklin, Gates, Wayne
	51.3	
	51.1	Caswell, Martin
	50.9	Kannapolis, Kings Mountain, Warren
	50.7	Wilson
	50.5	Bladen, Sampson
	50.3	Jones, Perquimans
	50.1	Anson, Columbus, Tyrrell
	49.9	Scotland
	49.7	Hoke
	49.5	Hyde, Washington
	49.3	Bertie
	49.1	Montgomery, Thomasville, Vance
	48.9	
	48.7	
	48.5	Hertford, Northampton
	48.3	
	48.1	
	47.9	Robeson
	47.7	
	47.5	
	47.3	Weldon
	...	
	45.9	Halifax

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 27. 1996-1997 End-of-Course Multiple-Choice Test Results
U.S. History – Mean Scale Score* by LEA (Maximum=88)

State	Mean	1997 LEA Performance
	62.3	Madison
	...	
	62.1	Chapel Hill
	...	
	59.7	Transylvania
	59.5	
	59.3	Dare, Macon, Mooresville, Wake, Watauga
	59.1	
	58.9	Asheboro, Avery
	58.7	
	58.5	
	58.3	Elkin, Hickory, McDowell, Mount Airy
	58.1	Buncombe
	57.9	Asheville, Graham, New Hanover
	57.7	Alexander, Roanoke Rapids, Shelby
	57.5	Guilford, Henderson, Hyde
	57.3	Lincoln
	57.1	Durham
	56.9	Carteret, Mecklenburg, Orange, Union
	56.7	Craven, Haywood, Mitchell, Moore, Swain
	56.5	Chatham, Davidson, Gaston, Surry, Wilkes
1995 State, 1996 State, 1997 State	56.3	Forsyth, Granville, Iredell-Statesville, Lenoir, Onslow, Randolph, Stokes
	56.1	Cabarrus, Rutherford
	55.9	Alleghany, Burke, Catawba, Cherokee, Cleveland, Jackson, Johnston, Person
	55.7	Alamance, Beaufort, Cumberland, Whiteville
	55.5	Clay, Duplin, Pender, Pitt, Stanly, Thomasville
	55.3	Ashe, Newton-Conover, Pamlico, Wilson
	55.1	Kings Mountain, Lee, Tyrrell, Wayne, Yadkin
	54.9	Currituck, Davie, Gates, Greene, Harnett, Lexington, Northampton, Rockingham, Scotland, Warren, Yancey
	54.7	Caldwell, Pasquotank, Polk
	54.5	Brunswick, Chowan, Nash/Rocky Mount, Richmond
	54.3	Edgecombe, Montgomery
	54.1	Camden, Sampson
	53.9	Bladen, Hoke, Kannapolis, Perquimans, Rowan
	53.7	
	53.5	
	53.3	Clinton
	53.1	Vance
	52.9	Caswell, Columbus
	52.7	Washington
	52.5	Anson, Franklin
	52.3	Martin
	52.1	
	51.9	Jones
	51.7	Robeson
	51.5	
	51.3	
	51.1	Hertford
	...	
	50.1	Bertie
	...	
	49.1	Halifax
	...	
	48.9	Weldon

*Scale scores are rounded up to the nearest two-tenths of a point.

Table 28a. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

Algebra I**

Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	83,777	55.6	55.5	1,069	32.6	1,429	71.1	23,311	33.9	1,261	48.6	412	58.0	55,943	64.6	292	52.4
Western Region	6,441	57.6	64.0	60	65.0	51	82.4	406	36.5	60	55.0	17	76.5	5,838	65.9	9	33.3
Buncombe County	1,754	59.5	71.4	6	33.3	25	84.0	86	47.7	17	76.5	8	62.5	1,609	72.7	3	*
Asheville City	296	54.4	49.7	2	*	4	*	112	20.5	3	*	0	*	174	67.8	1	*
Cherokee County	262	57.2	63.7	2	*	1	*	4	*	2	*	3	*	248	63.7	2	*
Clay County	90	61.6	83.3	1	*	0	*	1	*	0	*	0	*	88	84.1	0	*
Graham County	82	58.6	74.4	7	71.4	1	*	0	*	0	*	0	*	74	74.3	0	*
Haywood County	511	57.9	65.2	2	*	0	*	7	42.9	2	*	0	*	500	65.8	0	*
Henderson County	784	57.5	64.2	0	*	6	83.3	31	45.2	14	50.0	5	80.0	727	64.9	1	*
Jackson County	316	59.0	70.9	20	65.0	1	*	1	*	3	*	1	*	289	71.3	1	*
Macon County	323	57.3	66.9	0	*	3	*	1	*	4	*	0	*	315	66.7	0	*
Madison County	164	56.9	54.3	0	*	0	*	0	*	1	*	0	*	163	54.6	0	*
McDowell County	370	57.6	63.2	0	*	7	85.7	20	45.0	2	*	0	*	341	63.9	0	*
Mitchell County	180	53.1	43.9	0	*	0	*	0	*	3	*	0	*	176	44.9	1	*
Polk County	130	54.7	53.1	0	*	0	*	16	25.0	2	*	0	*	112	58.0	0	*
Rutherford County	657	54.1	52.1	0	*	2	*	102	38.2	5	80.0	0	*	548	54.2	0	*
Swain County	97	57.9	68.0	20	65.0	0	*	0	*	0	*	0	*	77	68.8	0	*
Transylvania Co.	251	62.0	72.5	0	*	0	*	25	52.0	1	*	0	*	225	75.1	0	*
Yancey County	174	53.9	49.4	0	*	1	*	0	*	1	*	0	*	172	49.4	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.
**These data reflect changes after publication of the Report Card.

NCDPI/TOPS/4/15/98

Table 28b. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
Algebra I**
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**83,777**	**55.6**	**55.5**	**1,069**	**32.6**	**1,429**	**71.1**	**23,311**	**33.9**	**1,261**	**48.6**	**412**	**58.0**	**55,943**	**64.6**	**292**	**52.4**
Northwest Region	**13,148**	**56.9**	**60.7**	**12**	**58.3**	**242**	**68.2**	**1,751**	**43.7**	**145**	**53.8**	**30**	**63.3**	**10,937**	**63.4**	**29**	**41.4**
Alexander County	362	53.3	45.3	1	*	9	66.7	22	22.7	2	*	0	*	328	46.3	0	*
Alleghany County	107	56.1	65.4	0	*	1	*	1	*	1	*	0	*	104	64.4	0	*
Ashe County	312	55.3	53.8	1	*	0	*	2	*	0	*	2	*	307	53.7	0	*
Avery County	239	54.4	46.9	0	*	0	*	2	*	0	*	0	*	236	47.5	1	*
Burke County	931	56.0	59.3	0	*	69	56.5	63	34.9	9	55.6	2	*	787	61.6	1	*
Caldwell County	895	54.1	48.4	0	*	1	*	73	37.0	3	*	2	*	813	49.4	3	*
Catawba County	1,238	58.6	66.6	1	*	29	75.9	77	51.9	18	38.9	2	*	1,109	68.1	2	*
Hickory City**	302	57.5	59.3	0	*	26	50.0	61	34.4	7	57.1	0	*	207	67.6	1	*
Newton-Conover	133	59.1	75.2	0	*	11	100.0	20	55.0	3	*	0	*	99	75.8	0	*
Davidson County	1,290	56.1	56.7	1	*	8	75.0	34	32.4	3	*	3	*	1,240	57.3	1	*
Lexington City	148	56.8	57.4	0	*	17	47.1	61	45.9	3	*	1	*	65	72.3	1	*
Thomasville City	100	51.7	41.0	1	*	1	*	52	28.8	0	*	2	*	44	52.3	0	*
Davie County	429	55.1	53.8	1	*	2	*	35	34.3	3	*	1	*	387	55.6	0	*
Forsyth County	2,824	57.7	64.6	5	80.0	37	86.5	895	44.9	38	65.8	10	50.0	1,822	74.0	15	40.0
Iredell-Statesville	887	59.5	72.3	0	*	15	80.0	157	58.0	11	45.5	0	*	702	75.6	2	*
Mooresville	243	58.1	67.1	0	*	6	83.3	43	39.5	1	*	1	*	192	72.9	0	*
Stokes County	379	53.9	51.7	0	*	3	*	29	34.5	4	*	0	*	343	53.1	0	*
Surry County	505	58.2	66.7	1	*	2	*	30	46.7	5	80.0	0	*	467	68.1	0	*
Elkin City	99	59.1	65.7	0	*	0	*	10	40.0	4	*	1	*	83	67.5	1	*
Mount Airy City	150	56.0	54.0	0	*	2	*	16	43.8	2	*	0	*	130	55.4	0	*
Watauga County	394	62.9	84.0	0	*	0	*	6	66.7	0	*	1	*	387	84.2	0	*
Wilkes County	624	58.6	66.0	0	*	2	*	33	45.5	13	53.8	1	*	575	67.3	0	*
Yadkin County	557	53.1	43.8	0	*	1	*	29	27.6	15	46.7	1	*	510	44.5	1	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.
**These data reflect changes after publication of the Report Card.

Table 28c. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
Algebra I**
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**83,777**	**55.6**	**55.5**	**1,069**	**32.6**	**1,429**	**71.1**	**23,311**	**33.9**	**1,261**	**48.6**	**412**	**58.0**	**55,943**	**64.6**	**292**	**52.4**
Southwest Region	**17,935**	**54.3**	**51.2**	**146**	**40.4**	**432**	**64.6**	**5,157**	**28.8**	**254**	**48.8**	**57**	**45.6**	**11,846**	**60.7**	**42**	**47.6**
Anson County	299	51.4	38.8	1	*	1	*	177	23.7	1	*	0	*	119	60.5	0	*
Cabarrus County	1,166	58.5	70.2	3	*	14	85.7	132	45.5	20	75.0	2	*	995	73.1	0	*
Kannapolis City**	348	53.1	44.0	0	*	8	50.0	125	28.0	9	44.4	1	*	205	53.7	0	*
Cleveland County	559	57.2	63.1	0	*	2	*	104	45.2	3	*	0	*	450	67.1	0	*
Kings Mountain	260	54.6	54.2	0	*	8	75.0	72	41.7	1	*	1	*	178	59.0	0	*
Shelby City	238	58.5	69.7	0	*	2	*	85	50.6	2	*	1	*	144	79.9	4	*
Gaston County	1,986	54.3	51.6	7	42.9	25	72.0	346	30.3	8	62.5	17	52.9	1,565	56.0	17	47.1
Hoke County	483	51.1	37.7	52	34.6	5	100.0	270	31.1	8	62.5	3	*	145	48.3	0	*
Lincoln County	642	56.3	61.1	1	*	7	71.4	62	38.7	21	57.1	3	*	548	63.7	0	*
Mecklenburg Co.	6,500	52.8	43.9	23	26.1	282	61.3	2,499	23.3	128	33.6	16	25.0	3,542	57.6	10	10.0
Montgomery Co.	332	52.1	42.8	0	*	11	72.7	123	22.0	8	50.0	0	*	190	54.2	0	*
Moore County	774	56.4	59.3	7	71.4	7	85.7	211	36.0	9	88.9	1	*	536	67.7	3	*
Richmond County	439	52.1	42.8	13	23.1	4	*	178	24.7	2	*	2	*	238	57.1	2	*
Rowan County	1,321	55.3	55.7	3	*	17	70.6	268	32.1	22	81.8	3	*	1,006	60.8	2	*
Scotland County	398	56.5	62.3	30	53.3	2	*	162	54.9	1	*	0	*	202	70.3	1	*
Stanly County	788	53.7	48.9	1	*	25	56.0	130	23.1	2	*	2	*	628	54.0	0	*
Union County	1,402	56.1	58.6	5	40.0	12	66.7	213	36.6	9	44.4	5	60.0	1,155	62.6	3	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.
**These data reflect changes after publication of the Report Card.

Table 28d. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
Algebra I**
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	83,777	55.6	55.5	1,069	32.6	1,429	71.1	23,311	33.9	1,261	48.6	412	58.0	55,943	64.6	292	52.4
Northeast Region	6,471	53.5	46.6	34	26.5	45	82.2	3,260	30.0	33	48.5	15	33.3	3,065	64.2	19	15.8
Beaufort County	526	55.8	53.6	1	*	1	*	205	37.6	2	*	2	*	311	64.6	4	*
Bertie County	301	53.4	46.8	0	*	0	*	239	42.3	0	*	0	*	62	64.5	0	*
Camden County	104	59.4	78.8	0	*	2	*	21	61.9	0	*	1	*	80	82.5	0	*
Chowan County	179	54.2	48.0	0	*	0	*	97	34.0	1	*	0	*	81	65.4	0	*
Currituck County	233	58.1	69.5	2	*	0	*	26	38.5	1	*	0	*	204	73.0	0	*
Dare County	316	60.9	78.5	0	*	2	*	22	63.6	5	80.0	0	*	287	79.4	0	*
Edgecombe County	552	55.5	54.7	1	*	0	*	315	46.7	3	*	1	*	232	66.4	0	*
Gates County	147	55.8	57.8	0	*	0	*	68	50.0	0	*	0	*	79	64.6	0	*
Halifax County	486	46.7	18.7	16	25.0	1	*	429	18.2	3	*	2	*	23	21.7	12	16.7
Roanoke Rapids	195	57.0	57.9	1	*	4	*	26	34.6	2	*	0	*	162	60.5	0	*
Weldon City	68	44.6	16.2	0	*	0	*	60	18.3	0	*	1	*	6	0.0	1	*
Hertford County	435	43.8	7.6	8	0.0	0	*	300	5.7	1	*	5	0.0	119	13.4	2	*
Hyde County	62	48.6	33.9	0	*	0	*	32	12.5	0	*	0	*	30	56.7	0	*
Martin County	397	52.1	38.8	1	*	1	*	219	27.4	0	*	0	*	176	52.8	0	*
Northampton Co.	238	51.0	31.9	1	*	0	*	187	25.7	1	*	0	*	49	57.1	0	*
Pasquotank County	457	52.8	42.0	1	*	11	63.6	206	26.7	3	*	2	*	234	53.8	0	*
Perquimans County	156	52.1	35.9	0	*	0	*	69	23.2	0	*	0	*	87	46.0	0	*
Pitt County	1,304	56.0	57.5	2	*	20	85.0	554	34.5	10	40.0	1	*	717	74.8	0	*
Tyrrell County	59	55.0	55.9	0	*	2	*	20	50.0	0	*	0	*	37	56.8	0	*
Washington County	256	51.9	38.7	0	*	1	*	165	30.9	1	*	0	*	89	51.7	0	*

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Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.
**These data reflect changes after publication of the Report Card.

Table 28e. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

Algebra I**

Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	83,777	55.6	55.5	1,069	32.6	1,429	71.1	23,311	33.9	1,261	48.6	412	58.0	55,943	64.6	292	52.4
Southeast Region	16,259	53.8	48.2	752	26.9	173	64.7	6,005	33.0	395	42.8	111	46.8	8,783	60.4	33	39.4
Bladen County	402	51.0	33.8	3	*	1	*	192	21.4	6	66.7	3	*	194	45.4	3	*
Brunswick County	759	53.8	45.1	4	*	2	*	210	30.0	4	*	5	40.0	534	51.1	0	*
Carteret County	553	58.3	70.0	4	*	3	*	66	65.2	4	*	1	*	474	70.0	0	*
Columbus County	666	51.7	38.9	31	38.7	0	*	278	27.3	2	*	3	*	351	48.4	1	*
Whiteville City	169	54.5	55.0	0	*	1	*	63	39.7	0	*	1	*	104	64.4	0	*
Craven County	1,039	57.2	63.0	0	*	11	72.7	371	50.1	20	35.0	2	*	635	71.2	0	*
Cumberland County	3,685	51.1	35.4	51	35.3	57	54.4	1,747	22.7	203	32.0	26	38.5	1,599	48.9	2	*
Duplin County	555	53.8	48.8	2	*	0	*	214	38.3	20	35.0	0	*	318	57.2	0	*
Greene County	214	55.5	51.9	0	*	0	*	113	38.9	4	*	1	*	96	65.6	0	*
Jones County	109	47.9	12.8	0	*	0	*	60	3.3	0	*	1	*	47	25.5	1	*
Lenoir County	697	59.0	74.9	2	*	2	*	323	67.5	8	100.0	6	83.3	353	81.3	1	*
New Hanover Co.	1,418	58.1	65.5	5	60.0	17	88.2	344	38.7	6	66.7	6	83.3	1,039	74.0	1	*
Onslow County	1,733	57.2	65.3	1	*	48	70.8	419	48.7	67	70.1	17	76.5	1,171	70.5	7	71.4
Pamlico County	146	56.6	58.2	0	*	2	*	45	33.3	0	*	0	*	99	69.7	0	*
Pender County	493	53.6	46.9	1	*	0	*	189	31.2	2	*	1	*	300	56.7	0	*
Robeson County	1,443	50.1	32.5	637	24.6	8	75.0	430	26.5	10	40.0	25	20.0	321	56.7	12	8.3
Sampson County	505	48.5	23.8	3	*	2	*	207	18.4	16	18.8	8	25.0	266	28.2	3	*
Clinton City	206	57.2	63.1	8	37.5	1	*	106	54.7	2	*	3	*	84	76.2	2	*
Wayne County	1,467	52.8	43.8	0	*	18	50.0	628	29.0	21	47.6	2	*	798	55.1	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.
**These data reflect changes after publication of the Report Card.

Table 28f. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
Algebra I**
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	83,777	55.6	55.5	1,069	32.6	1,429	71.1	23,311	33.9	1,261	48.6	412	58.0	55,943	64.6	292	52.4
Central Region	23,523	56.9	60.9	65	49.2	486	78.4	6,732	37.8	374	51.6	182	68.1	15,474	70.5	160	63.8
Alamance County	1,315	53.8	47.5	0	*	17	70.6	306	29.1	24	58.3	3	*	962	52.7	3	*
Caswell County	198	50.5	30.8	0	*	0	*	84	31.0	1	*	1	*	112	30.4	0	*
Chatham County	417	55.3	51.1	1	*	1	*	118	29.7	9	55.6	2	*	286	60.1	0	*
Durham County	1,739	55.3	53.6	1	*	36	69.4	814	33.9	42	38.1	12	58.3	829	73.0	5	60.0
Franklin County	420	55.3	57.6	3	*	2	*	165	44.8	1	*	0	*	249	65.9	0	*
Granville County	441	57.7	68.0	0	*	1	*	179	59.8	4	*	0	*	257	73.5	0	*
Guilford County	4,047	56.5	58.7	1	*	152	69.1	1,344	36.6	45	48.9	29	69.0	2,464	70.2	12	41.7
Harnett County	924	55.5	52.5	3	*	4	*	275	34.5	17	47.1	8	75.0	610	60.2	7	42.9
Johnston County	1,187	57.0	63.4	0	*	4	*	225	38.2	32	50.0	1	*	920	70.2	5	0.0
Lee County	513	55.2	56.3	2	*	4	*	136	36.8	21	33.3	2	*	348	65.5	0	*
Nash/Rocky Mount	1,189	53.6	44.2	4	*	12	83.3	610	27.7	15	40.0	1	*	546	61.4	1	*
Orange County	345	56.6	58.6	0	*	1	*	86	36.0	10	20.0	0	*	248	67.7	0	*
Chapel Hill City	597	61.3	82.4	2	*	33	97.0	78	42.3	8	62.5	0	*	474	88.2	0	*
Person County	398	55.9	57.0	2	*	2	*	129	37.2	6	50.0	0	*	259	66.8	0	*
Randolph County	1,113	56.3	60.2	7	28.6	3	*	65	40.0	18	44.4	2	*	1,017	62.1	1	*
Asheboro City	250	59.3	76.0	1	*	3	*	30	60.0	10	70.0	0	*	205	78.0	1	*
Rockingham Count	1,140	55.5	54.7	4	*	12	83.3	253	42.3	16	31.3	3	*	852	58.5	0	*
Vance County	429	50.1	31.2	2	*	1	*	248	23.8	1	*	2	*	175	40.6	0	*
Wake County	5,920	60.3	75.3	22	63.6	191	83.8	1,151	48.6	80	72.5	114	71.9	4,189	82.7	125	70.4
Warren County	177	50.5	33.9	10	10.0	0	*	107	24.3	1	*	0	*	59	55.9	0	*
Wilson County	764	57.5	61.1	0	*	7	85.7	329	42.9	13	53.8	2	*	413	75.8	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

**These data reflect changes after publication of the Report Card.

Table 29a. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

Biology**

Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or
State	78,723	55.9	57.0	939	38.2	1,258	66.5	22,749	30.9	1,195	49.4	394	59.6	51,780	68.8	329	57.1
Western Region	6,104	58.0	68.1	62	61.3	56	76.8	372	30.1	65	49.2	12	66.7	5,529	70.8	8	75.0
Buncombe County	1,563	58.8	70.8	1	*	21	76.2	85	43.5	15	53.3	3	*	1,437	72.6	1	*
Asheville City	291	56.7	62.5	1	*	4	*	93	21.5	8	87.5	1	*	184	81.5	0	*
Cherokee County	260	57.2	65.0	1	*	0	*	3	*	4	*	1	*	247	64.4	4	*
Clay County	97	57.5	66.0	0	*	0	*	1	*	1	*	0	*	94	66.0	1	*
Graham County	76	56.2	61.8	9	55.6	0	*	0	*	0	*	0	*	66	63.6	1	*
Haywood County	377	57.1	67.1	1	*	1	*	4	*	5	60.0	0	*	366	67.2	0	*
Henderson County	836	58.8	71.5	0	*	12	75.0	41	29.3	16	25.0	3	*	764	74.7	0	*
Jackson County	258	59.2	73.3	22	59.1	2	*	1	*	1	*	2	*	230	74.3	0	*
Macon County	287	59.9	78.0	0	*	3	*	0	*	2	*	1	*	281	78.3	0	*
Madison County	170	56.6	65.3	0	*	0	*	0	*	1	*	0	*	169	65.1	0	*
McDowell County	395	58.8	71.6	0	*	10	80.0	18	50.0	2	*	0	*	365	72.6	0	*
Mitchell County	183	56.1	55.7	0	*	0	*	0	*	2	*	0	*	181	55.8	0	*
Polk County	129	59.4	76.0	0	*	0	*	7	14.3	3	*	0	*	119	79.8	0	*
Rutherford County	678	55.4	55.5	0	*	2	*	105	19.0	2	*	1	*	568	62.5	0	*
Swain County	121	55.8	61.2	27	66.7	0	*	1	*	1	*	0	*	92	59.8	0	*
Transylvania Co.	181	61.0	79.0	0	*	0	*	12	41.7	0	*	0	*	169	81.7	0	*
Yancey County	202	58.4	67.8	0	*	1	*	1	*	2	*	0	*	197	68.0	1	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
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**These data reflect changes after publication of the Report Card.

Table 29b. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
Biology**
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III
State	**78,723**	**55.9**	**57.0**	**939**	**38.2**	**1,258**	**66.5**	**22,749**	**30.9**	**1,195**	**49.4**	**394**	**59.6**	**51,780**	**68.8**	**329**	**57.1**
Northwest Region	**11,678**	**56.6**	**61.6**	**12**	**66.7**	**183**	**59.0**	**1,679**	**32.9**	**152**	**42.1**	**47**	**59.6**	**9,578**	**67.0**	**24**	**50.0**
Alexander County	368	54.9	54.3	1	*	4	*	30	26.7	0	*	2	*	331	57.1	0	*
Alleghany County	155	56.7	65.2	0	*	0	*	2	*	1	*	0	*	152	64.5	0	*
Ashe County	287	55.7	60.3	0	*	0	*	3	*	1	*	1	*	281	61.2	1	*
Avery County	172	56.1	57.0	0	*	1	*	0	*	1	*	0	*	170	57.1	0	*
Burke County	823	57.1	64.6	0	*	35	51.4	62	45.2	7	42.9	2	*	717	67.2	0	*
Caldwell County	754	55.0	54.8	0	*	4	*	65	32.3	5	20.0	0	*	680	57.2	0	*
Catawba County	1,066	56.1	58.2	1	*	29	51.7	85	30.6	8	62.5	5	20.0	934	61.0	4	*
Hickory City	238	57.6	63.0	0	*	15	53.3	55	25.5	9	33.3	1	*	158	79.1	0	*
Newton-Conover	84	58.8	71.4	0	*	9	44.4	10	40.0	1	*	0	*	64	81.3	0	*
Davidson County	1,220	57.1	64.1	0	*	8	50.0	35	34.3	7	42.9	4	*	1,162	65.1	4	*
Lexington City	83	60.6	80.7	0	*	9	66.7	23	65.2	1	*	1	*	48	89.6	1	*
Thomasville City	104	57.5	66.3	0	*	1	*	53	52.8	2	*	2	*	46	80.4	0	*
Davie County	303	56.9	60.4	0	*	3	*	33	39.4	1	*	0	*	266	63.5	0	*
Forsyth County	2,591	55.7	57.9	8	62.5	36	72.2	856	29.9	52	50.0	23	60.9	1,604	72.8	9	44.4
Iredell-Statesville	884	56.5	60.4	0	*	14	50.0	202	32.2	14	35.7	1	*	649	70.3	4	*
Mooresville	240	58.1	63.7	0	*	4	*	46	21.7	2	*	1	*	187	73.3	0	*
Stokes County	159	57.8	63.5	1	*	0	*	8	12.5	3	*	0	*	147	67.3	0	*
Surry County	545	57.1	63.7	0	*	2	*	23	30.4	15	26.7	1	*	503	66.0	1	*
Elkin City	107	57.4	67.3	0	*	1	*	10	30.0	5	0.0	2	*	89	75.3	0	*
Mount Airy City	139	56.3	58.3	0	*	1	*	10	40.0	1	*	1	*	126	60.3	0	*
Watauga County	356	59.9	75.0	0	*	4	*	9	22.2	2	*	0	*	341	76.2	0	*
Wilkes County	646	58.4	70.3	0	*	2	*	37	56.8	5	60.0	0	*	602	71.1	0	*
Yadkin County	354	57.4	67.8	1	*	1	*	22	59.1	9	44.4	0	*	321	68.8	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.
**These data reflect changes after publication of the Report Card.

Table 29c. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

Biology**

Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III o
State	**78,723**	**55.9**	**57.0**	**939**	**38.2**	**1,258**	**66.5**	**22,749**	**30.9**	**1,195**	**49.4**	**394**	**59.6**	**51,780**	**68.8**	**329**	**57.1**
Southwest Region	**16,506**	**55.9**	**56.7**	**163**	**43.6**	**362**	**63.5**	**4,775**	**29.6**	**207**	**50.2**	**51**	**49.0**	**10,915**	**68.7**	**31**	**48.4**
Anson County	289	52.0	38.4	1	*	1	*	154	20.1	1	*	0	*	132	58.3	0	*
Cabarrus County	1,037	58.0	66.6	6	33.3	8	62.5	124	39.5	13	46.2	0	*	886	71.0	0	*
Kannapolis City**	217	53.4	45.2	0	*	7	28.6	67	13.4	3	*	1	*	139	61.9	0	*
Cleveland County	447	56.4	58.8	0	*	1	*	109	33.0	2	*	1	*	334	67.1	0	*
Kings Mountain	375	56.1	59.7	0	*	7	71.4	94	37.2	3	*	3	*	268	67.5	0	*
Shelby City	177	57.7	65.0	1	*	1	*	75	38.7	2	*	1	*	97	84.5	0	*
Gaston County	1,990	55.5	54.7	9	66.7	25	56.0	370	26.2	8	75.0	19	47.4	1,542	61.4	16	56.3
Hoke County	397	52.9	46.1	45	33.3	3	*	227	33.5	4	*	1	*	117	72.6	0	*
Lincoln County	687	56.7	62.2	2	*	3	*	68	30.9	22	45.5	2	*	590	66.3	0	*
Mecklenburg Co.	5,823	56.4	58.0	31	54.8	236	65.3	2,194	31.1	100	49.0	11	45.5	3,242	76.0	9	55.6
Montgomery Co.	261	53.1	40.6	3	*	11	36.4	87	19.5	9	33.3	1	*	150	53.3	0	*
Moore County	679	55.0	53.5	4	*	3	*	202	22.3	7	85.7	0	*	463	66.7	0	*
Richmond County	520	53.9	48.8	16	43.8	7	100.0	219	31.1	2	*	6	33.3	265	63.4	5	20.0
Rowan County	1,239	55.1	53.6	4	*	18	61.1	260	27.3	17	41.2	1	*	937	60.9	1	*
Scotland County	509	53.6	45.8	37	35.1	1	*	234	25.6	1	*	1	*	235	67.2	0	*
Stanly County	679	56.1	59.9	2	*	25	64.0	91	28.6	3	*	2	*	556	65.1	0	*
Union County	1,180	57.0	63.9	2	*	5	40.0	200	31.0	10	50.0	1	*	962	71.0	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

**These data reflect changes after publication of the Report Card

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Table 29d. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

Biology**

Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III o
State	78,723	55.9	57.0	939	38.2	1,258	66.5	22,749	30.9	1,195	49.4	394	59.6	51,780	68.8	329	57.1
Northeast Region	6,403	53.7	46.1	20	35.0	19	73.7	3,239	27.9	37	51.4	12	75.0	3,058	65.2	18	16.7
Beaufort County	441	54.7	54.0	0	*	0	*	204	31.9	5	60.0	1	*	229	73.8	2	*
Bertie County	285	50.0	27.7	0	*	0	*	223	16.6	0	*	0	*	62	67.7	0	*
Camden County	99	59.4	73.7	0	*	2	*	26	50.0	0	*	0	*	71	81.7	0	*
Chowan County	183	55.0	48.6	0	*	0	*	108	37.0	0	*	1	*	74	64.9	0	*
Currituck County	422	52.6	42.4	2	*	0	*	56	12.5	8	25.0	0	*	356	47.2	0	*
Dare County	350	57.1	60.3	0	*	1	*	20	25.0	6	66.7	0	*	323	62.2	0	*
Edgecombe County	502	53.4	43.4	0	*	0	*	293	32.4	2	*	0	*	207	58.9	0	*
Gates County	146	53.9	45.2	0	*	0	*	79	31.6	1	*	0	*	66	60.6	0	*
Halifax County	409	46.5	13.4	9	22.2	0	*	369	12.7	3	*	1	*	14	14.3	13	23.1
Roanoke Rapids	199	57.0	62.8	1	*	0	*	30	33.3	3	*	0	*	165	68.5	0	*
Weldon City	84	47.7	17.9	0	*	0	*	76	17.1	0	*	2	*	4	*	2	*
Hertford County	270	51.1	31.9	5	20.0	0	*	199	24.1	0	*	4	*	62	54.8	0	*
Hyde County	53	56.9	58.5	0	*	0	*	25	52.0	0	*	0	*	28	64.3	0	*
Martin County	642	51.2	34.3	2	*	1	*	391	22.5	1	*	0	*	247	52.2	0	*
Northampton Co.	223	54.7	50.7	0	*	0	*	179	46.4	0	*	0	*	44	68.2	0	*
Pasquotank County	421	56.0	59.6	1	*	5	60.0	182	42.9	1	*	1	*	231	72.3	0	*
Perquimans County	160	52.7	37.5	0	*	0	*	76	19.7	0	*	1	*	83	53.0	0	*
Pitt County	1,227	56.5	58.3	0	*	10	70.0	528	33.7	5	40.0	1	*	682	77.4	1	*
Tyrrell County	93	56.4	63.4	0	*	0	*	43	44.2	1	*	0	*	49	79.6	0	*
Washington County	194	51.2	34.5	0	*	0	*	132	18.9	1	*	0	*	61	67.2	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.
**These data reflect changes after publication of the Report Card.

Table 29e. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

Biology**

Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or
State	78,723	55.9	57.0	939	38.2	1,258	66.5	22,749	30.9	1,195	49.4	394	59.6	51,780	68.8	329	57.1
Southeast Region	14,972	54.8	51.9	620	32.6	156	68.6	5,585	31.6	358	54.5	83	59.0	8,117	66.9	38	50.0
Bladen County	421	52.4	41.8	2	*	1	*	203	26.6	4	*	3	*	201	56.7	7	57.1
Brunswick County	658	55.3	53.8	5	40.0	1	*	184	28.8	6	50.0	2	*	459	63.8	1	*
Carteret County	649	57.2	62.4	1	*	2	*	84	33.3	5	40.0	1	*	540	67.6	3	*
Columbus County	573	50.5	31.2	20	35.0	0	*	248	11.3	1	*	3	*	300	47.7	1	*
Whiteville City	165	57.7	63.6	2	*	3	*	69	39.1	0	*	0	*	91	81.3	0	*
Craven County	1,023	55.9	56.7	1	*	7	85.7	413	31.7	20	50.0	0	*	581	74.4	1	*
Cumberland County	2,987	54.9	54.0	25	60.0	73	71.2	1,379	38.6	162	59.3	16	75.0	1,330	68.2	2	*
Duplin County	514	54.8	52.5	0	*	0	*	188	35.1	20	30.0	1	*	305	64.6	0	*
Greene County	226	52.5	38.5	0	*	0	*	117	23.9	5	60.0	0	*	103	54.4	1	*
Jones County	96	54.3	46.9	0	*	0	*	57	36.8	0	*	1	*	38	63.2	0	*
Lenoir County	754	53.7	44.7	3	*	5	40.0	392	26.8	12	33.3	3	*	338	65.1	0	*
New Hanover Co.	1,589	57.0	62.1	7	42.9	15	73.3	402	32.8	9	22.2	5	100.0	1,148	72.5	3	*
Onslow County	1,471	57.3	65.6	0	*	27	66.7	361	42.1	66	66.7	7	57.1	1,004	73.9	5	80.0
Pamlico County	144	56.4	55.6	0	*	1	*	53	35.8	0	*	0	*	90	67.8	0	*
Pender County	576	53.7	46.0	2	*	1	*	250	24.0	6	50.0	1	*	316	63.0	0	*
Robeson County	1,253	52.1	37.0	538	30.9	3	*	375	27.5	7	57.1	25	52.0	297	57.9	8	37.5
Sampson County	517	51.6	40.4	6	0.0	1	*	200	22.5	19	42.1	9	55.6	278	54.0	4	*
Clinton City	180	53.9	45.0	7	28.6	0	*	95	30.5	2	*	1	*	73	64.4	2	*
Wayne County	1,176	54.3	48.6	1	*	16	56.3	515	29.9	14	42.9	5	60.0	625	63.8	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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**These data reflect changes after publication of the Report Card.

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Table 29f. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

Biology**

Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III o
State	78,723	55.9	57.0	939	38.2	1,258	66.5	22,749	30.9	1,195	49.4	394	59.6	51,780	68.8	329	57.1
Central Region	23,060	56.4	58.4	62	53.2	482	69.3	7,099	32.2	376	46.8	189	61.4	14,583	71.1	210	63.3
Alamance County	1,234	54.9	51.7	0	*	14	57.1	269	28.3	19	31.6	7	42.9	924	58.9	1	*
Caswell County	228	52.0	38.6	0	*	0	*	102	26.5	2	*	1	*	122	48.4	1	*
Chatham County	371	55.5	52.0	0	*	1	*	112	25.9	9	11.1	1	*	248	65.3	0	*
Durham County	1,866	54.8	51.2	0	*	54	68.5	930	29.5	39	41.0	9	66.7	825	74.5	9	77.8
Franklin County	394	53.9	47.5	0	*	3	*	177	27.1	0	*	0	*	214	65.0	0	*
Granville County	593	52.5	39.3	0	*	3	*	253	22.1	6	16.7	1	*	328	52.7	0	*
Guilford County	3,870	57.0	61.3	0	*	113	57.5	1,364	37.0	49	46.9	28	57.1	2,294	76.3	22	68.2
Harnett County	917	54.7	53.2	1	*	5	80.0	278	24.5	19	52.6	7	28.6	600	66.8	7	28.6
Johnston County	1,106	57.0	63.8	1	*	9	77.8	236	38.6	35	54.3	2	*	821	71.5	2	*
Lee County	477	54.3	48.6	1	*	4	*	123	22.0	20	15.0	2	*	327	60.9	0	*
Nash/Rocky Mount	1,165	55.0	51.3	3	*	12	83.3	584	33.7	12	33.3	1	*	552	69.4	1	*
Orange County	383	57.6	64.5	0	*	2	*	102	44.1	7	28.6	2	*	269	74.0	1	*
Chapel Hill City	641	61.6	79.6	1	*	34	79.4	109	33.0	11	72.7	3	*	481	90.2	0	*
Person County	298	57.5	63.4	0	*	0	*	84	41.7	2	*	0	*	212	72.2	0	*
Randolph County	994	55.9	57.9	6	50.0	3	*	62	25.8	14	50.0	3	*	906	60.3	0	*
Asheboro City	277	57.2	63.9	1	*	7	71.4	42	35.7	12	50.0	4	*	210	71.0	1	*
Rockingham County	1,085	53.6	44.9	2	*	6	66.7	305	25.6	13	15.4	2	*	756	52.8	1	*
Vance County	389	53.1	42.4	0	*	3	*	236	30.1	4	*	0	*	146	61.0	0	*
Wake County	5,958	58.5	68.2	29	69.0	202	74.3	1,288	36.3	96	62.5	116	67.2	4,009	78.7	163	65.0
Warren County	225	49.0	24.4	16	12.5	0	*	160	18.1	3	*	0	*	46	50.0	0	*
Wilson County	589	55.3	54.0	1	*	7	85.7	283	34.3	4	*	0	*	293	72.4	1	*

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Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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**These data reflect changes after publication of the Report Card.

Table 30a. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
ELP
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**82,611**	**53.8**	**62.6**	**1,302**	**34.4**	**1,556**	**65.4**	**23,463**	**40.9**	**1,514**	**49.2**	**452**	**69.7**	**53,937**	**72.9**	**325**	**65.8**
Western Region	**6,965**	**55.4**	**70.9**	**60**	**61.7**	**55**	**70.9**	**461**	**44.3**	**84**	**61.9**	**22**	**86.4**	**6,276**	**73.1**	**7**	**71.4**
Buncombe County	1,886	56.2	74.0	4	*	17	88.2	93	65.6	28	78.6	11	90.9	1,731	74.2	2	*
Asheville City	342	55.2	66.1	3	*	6	66.7	121	37.2	8	75.0	0	*	202	83.7	2	*
Cherokee County	3	56.0	66.7	0	*	0	*	1	*	0	*	0	*	2	*	0	*
Clay County	96	55.9	74.0	1	*	0	*	0	*	1	*	0	*	93	73.1	1	*
Graham County	112	55.0	68.8	13	69.2	0	*	0	*	0	*	2	*	96	67.7	1	*
Haywood County	598	53.8	65.1	3	*	0	*	10	60.0	6	50.0	1	*	578	65.4	0	*
Henderson County	965	56.0	75.0	0	*	15	73.3	47	31.9	23	52.2	6	66.7	874	78.0	0	*
Jackson County	318	54.2	67.3	20	35.0	2	*	7	28.6	3	*	0	*	286	71.0	0	*
Macon County	338	57.2	79.6	0	*	2	*	3	*	4	*	0	*	329	80.2	0	*
Madison County	185	56.4	70.8	0	*	0	*	0	*	0	*	0	*	185	70.8	0	*
McDowell County	513	54.2	63.2	0	*	6	50.0	20	40.0	5	20.0	0	*	482	64.7	0	*
Mitchell County	176	54.0	63.6	0	*	0	*	0	*	1	*	0	*	175	63.4	0	*
Polk County	101	58.5	82.2	0	*	0	*	13	76.9	1	*	0	*	87	82.8	0	*
Rutherford County	703	53.1	62.3	0	*	4	*	120	35.8	3	*	1	*	575	68.0	0	*
Swain County	88	59.8	90.9	16	93.8	0	*	0	*	0	*	0	*	72	90.3	0	*
Transylvania Co.	332	58.7	83.4	0	*	1	*	23	43.5	1	*	1	*	306	86.3	0	*
Yancey County	209	53.3	61.2	0	*	2	*	3	*	0	*	0	*	203	61.6	1	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

NCDPI/DOPS/4/15/98

Table 30b. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
ELP
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**82,611**	**53.8**	**62.6**	**1,302**	**34.4**	**1,556**	**65.4**	**23,463**	**40.9**	**1,514**	**49.2**	**452**	**69.7**	**53,937**	**72.9**	**325**	**65.8**
Northwest Region	**13,422**	**53.9**	**63.8**	**23**	**56.5**	**274**	**56.2**	**1,982**	**39.6**	**171**	**45.6**	**51**	**52.9**	**10,898**	**68.7**	**19**	**63.2**
Alexander County	408	51.5	57.8	0	*	12	66.7	33	45.5	4	*	0	*	359	58.5	0	*
Alleghany County	120	53.9	60.8	0	*	2	*	2	*	1	*	0	*	115	60.9	0	*
Ashe County	321	52.4	59.5	1	*	0	*	2	*	1	*	1	*	316	59.8	0	*
Avery County	185	55.0	68.1	0	*	0	*	1	*	0	*	0	*	184	68.5	0	*
Burke County	986	52.5	58.3	0	*	76	43.4	75	34.7	17	35.3	1	*	816	62.4	1	*
Caldwell County	912	51.5	51.5	1	*	7	57.1	80	28.8	7	71.4	2	*	812	53.6	3	*
Catawba County	990	53.7	62.3	3	*	30	43.3	69	36.2	11	27.3	5	40.0	870	65.5	2	*
Hickory City	341	54.8	61.6	0	*	20	50.0	77	33.8	8	25.0	0	*	236	72.9	0	*
Newton-Conover	220	53.7	62.3	0	*	15	33.3	33	30.3	9	44.4	1	*	160	73.1	2	*
Davidson County	1,250	54.3	65.6	1	*	11	63.6	30	53.3	3	*	4	*	1,200	66.0	1	*
Lexington City	243	51.0	48.6	1	*	29	44.8	94	29.8	11	18.2	1	*	104	70.2	3	*
Thomasville City	126	50.6	48.4	0	*	0	*	57	28.1	3	*	3	*	62	67.7	1	*
Davie County	375	54.2	66.1	0	*	1	*	40	42.5	4	*	3	*	326	69.0	1	*
Forsyth County	3,076	53.5	61.2	8	87.5	36	88.9	1,045	38.0	38	47.4	24	41.7	1,917	73.7	4	*
Iredell-Statesville	843	57.0	79.8	1	*	14	71.4	137	66.4	15	66.7	2	*	674	83.2	0	*
Mooresville	274	55.7	71.2	0	*	10	70.0	42	33.3	1	*	0	*	221	78.3	0	*
Stokes County	531	53.7	62.9	5	60.0	4	*	39	48.7	7	57.1	2	*	474	63.7	0	*
Surry County	578	53.7	64.5	1	*	3	*	38	34.2	14	28.6	1	*	521	67.6	0	*
Elkin City	104	54.0	63.5	0	*	0	*	15	33.3	2	*	0	*	86	68.6	1	*
Mount Airy City	151	55.2	67.5	0	*	1	*	20	40.0	1	*	0	*	129	72.1	0	*
Watauga County	376	57.2	76.9	0	*	0	*	3	*	1	*	0	*	372	76.9	0	*
Wilkes County	678	55.7	74.6	0	*	2	*	34	64.7	6	66.7	1	*	635	75.1	0	*
Yadkin County	334	56.7	78.1	1	*	1	*	16	62.5	7	57.1	0	*	309	79.6	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 30c. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

ELP

Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	82,611	53.8	62.6	1,302	34.4	1,556	65.4	23,463	40.9	1,514	49.2	452	69.7	53,937	72.9	325	65.8
Southwest Region	17,474	53.4	60.9	148	43.9	477	59.5	5,109	38.0	310	42.3	47	70.2	11,356	72.0	26	61.5
Anson County	329	49.5	40.4	2	*	1	*	197	25.9	2	*	0	*	127	62.2	0	*
Cabarrus County	1,078	55.7	72.2	0	*	14	64.3	122	45.1	18	38.9	2	*	922	76.5	0	*
Kannapolis City**	238	53.8	61.3	0	*	9	77.8	72	40.3	4	*	1	*	152	70.4	0	*
Cleveland County	626	53.3	59.4	0	*	1	*	148	40.5	4	*	1	*	470	66.2	2	*
Kings Mountain	208	58.3	85.6	0	*	8	50.0	41	75.6	1	*	0	*	158	89.9	0	*
Shelby City	195	57.1	70.8	1	*	2	*	89	44.9	2	*	1	*	98	92.9	2	*
Gaston County	2,215	52.5	56.9	12	50.0	27	59.3	412	37.6	18	44.4	18	55.6	1,718	61.7	10	50.0
Hoke County	225	55.2	72.4	33	69.7	2	*	134	64.9	2	*	0	*	54	94.4	0	*
Lincoln County	692	54.6	68.8	1	*	4	*	75	53.3	20	45.0	3	*	589	71.5	0	*
Mecklenburg Co.	6,400	53.3	59.9	31	45.2	321	60.1	2,474	36.8	163	44.2	10	60.0	3,395	77.5	6	100.0
Montgomery Co.	329	51.0	49.2	1	*	13	61.5	117	22.2	17	23.5	1	*	180	67.8	0	*
Moore County	831	54.2	64.6	5	40.0	6	100.0	200	39.5	15	46.7	1	*	601	73.2	2	*
Richmond County	525	51.8	53.7	12	33.3	4	*	222	39.2	4	*	0	*	283	65.4	0	*
Rowan County	735	52.8	59.2	3	*	19	57.9	152	37.5	12	41.7	4	*	545	65.7	0	*
Scotland County	554	50.5	48.2	43	25.6	1	*	274	33.6	2	*	3	*	231	69.3	0	*
Stanly County	806	53.4	63.0	1	*	35	42.9	123	30.9	3	*	0	*	644	70.3	0	*
Union County	1,488	54.9	65.7	3	*	10	40.0	257	39.3	23	26.1	2	*	1,189	72.3	4	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

**These data reflect changes after publication of the Report Card

[illegible]

Table 30d. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

ELP

Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or
State	**82,611**	**53.8**	**62.6**	**1,302**	**34.4**	**1,556**	**65.4**	**23,463**	**40.9**	**1,514**	**49.2**	**452**	**69.7**	**53,937**	**72.9**	**325**	**65.8**
Northeast Region	**4,971**	**52.9**	**58.2**	**25**	**44.0**	**28**	**82.1**	**2,479**	**40.2**	**24**	**58.3**	**13**	**46.2**	**2,374**	**77.3**	**27**	**29.6**
Beaufort County	285	52.2	50.9	0	*	1	*	132	31.1	2	*	3	*	141	69.5	5	40.0
Bertie County	216	53.2	56.5	0	*	0	*	156	45.5	0	*	0	*	60	85.0	0	*
Camden County	103	53.8	64.1	0	*	1	*	23	47.8	0	*	0	*	79	68.4	0	*
Chowan County	210	52.8	60.5	0	*	1	*	112	44.6	1	*	0	*	96	78.1	0	*
Currituck County	167	59.7	87.4	1	*	1	*	29	65.5	3	*	0	*	133	92.5	0	*
Dare County	363	56.5	75.2	1	*	1	*	17	29.4	5	80.0	1	*	336	78.0	2	*
Edgecombe County	39	55.3	69.2	0	*	0	*	24	58.3	0	*	0	*	15	86.7	0	*
Gates County	160	51.6	49.4	0	*	0	*	76	36.8	0	*	0	*	84	60.7	0	*
Halifax County	461	46.7	31.9	17	41.2	1	*	396	32.1	3	*	1	*	24	33.3	19	21.1
Roanoke Rapids	205	57.7	80.5	0	*	1	*	38	63.2	0	*	0	*	166	84.3	0	*
Weldon City	103	48.6	38.8	0	*	0	*	94	39.4	0	*	2	*	7	28.6	0	*
Hertford County	213	53.8	64.8	4	*	2	*	153	58.2	0	*	0	*	54	79.6	0	*
Hyde County	35	56.6	80.0	0	*	0	*	13	84.6	0	*	2	*	20	80.0	0	*
Martin County	23	47.3	26.1	0	*	0	*	18	27.8	0	*	0	*	5	20.0	0	*
Northampton Co.	315	47.4	32.4	1	*	0	*	251	29.1	1	*	1	*	61	47.5	0	*
Pasquotank County	389	53.4	62.0	0	*	4	*	194	44.8	1	*	1	*	188	79.8	1	*
Perquimans County	176	48.0	35.2	0	*	0	*	75	14.7	0	*	1	*	100	50.0	0	*
Pitt County	1,192	55.7	71.4	1	*	12	100.0	475	51.8	7	42.9	1	*	696	84.8	0	*
Tyrrell County	79	52.3	48.1	0	*	2	*	42	35.7	0	*	0	*	35	62.9	0	*
Washington County	237	49.1	38.4	0	*	1	*	161	20.5	1	*	0	*	74	77.0	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 30e. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
ELP
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**82,611**	**53.8**	**62.6**	**1,302**	**34.4**	**1,556**	**65.4**	**23,463**	**40.9**	**1,514**	**49.2**	**452**	**69.7**	**53,937**	**72.9**	**325**	**65.8**
Southeast Region	**15,515**	**52.9**	**59.2**	**983**	**29.1**	**219**	**73.1**	**5,619**	**43.8**	**438**	**55.3**	**116**	**68.1**	**8,097**	**73.2**	**35**	**71.4**
Bladen County	448	51.2	51.6	4	*	1	*	218	33.5	2	*	2	*	220	68.6	1	*
Brunswick County	68	55.4	73.5	0	*	1	*	15	60.0	1	*	0	*	51	78.4	0	*
Carteret County	632	55.4	72.2	2	*	5	80.0	79	51.9	9	66.7	1	*	529	75.4	0	*
Columbus County	479	51.7	54.3	29	62.1	0	*	206	42.2	0	*	4	*	239	63.2	1	*
Whiteville City	188	56.5	72.9	2	*	3	*	79	57.0	0	*	1	*	103	84.5	0	*
Craven County	951	54.1	66.2	0	*	11	90.9	351	47.9	24	62.5	4	*	560	77.1	1	*
Cumberland County	4,129	53.6	63.4	65	47.7	93	81.7	1,893	49.8	217	61.8	29	72.4	1,831	77.2	1	*
Duplin County	332	54.3	65.7	2	*	0	*	89	57.3	20	50.0	1	*	220	70.5	0	*
Greene County	38	61.9	97.4	0	*	0	*	7	85.7	0	*	0	*	31	100.0	0	*
Jones County	16	48.8	37.5	1	*	0	*	8	0.0	0	*	0	*	7	71.4	0	*
Lenoir County	430	53.6	62.8	2	*	2	*	173	44.5	9	33.3	3	*	241	76.3	0	*
New Hanover Co.	1,748	55.3	67.8	6	50.0	18	94.4	462	40.9	18	33.3	10	80.0	1,230	78.2	4	*
Onslow County	1,679	54.4	67.1	0	*	51	54.9	444	50.0	69	62.3	17	64.7	1,086	74.7	11	90.9
Pamlico County	163	54.3	63.8	1	*	2	*	59	42.4	0	*	0	*	101	75.2	0	*
Pender County	528	51.5	52.5	0	*	1	*	213	37.1	12	25.0	0	*	302	64.2	0	*
Robeson County	1,894	47.3	32.0	850	25.5	8	87.5	564	25.9	14	14.3	30	56.7	418	50.7	10	50.0
Sampson County	553	51.4	51.0	9	33.3	2	*	191	36.1	24	37.5	10	50.0	315	61.6	2	*
Clinton City	204	54.4	66.7	8	37.5	2	*	98	54.1	4	*	3	*	85	83.5	4	*
Wayne County	1,035	51.6	53.8	2	*	19	36.8	470	38.3	15	53.3	1	*	528	68.2	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 30f. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

ELP

Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**82,611**	**53.8**	**62.6**	**1,302**	**34.4**	**1,556**	**65.4**	**23,463**	**40.9**	**1,514**	**49.2**	**452**	**69.7**	**53,937**	**72.9**	**325**	**65.8**
Central Region	**24,264**	**54.2**	**63.8**	**63**	**57.1**	**503**	**71.2**	**7,813**	**41.1**	**487**	**46.8**	**203**	**74.4**	**14,936**	**75.7**	**211**	**70.1**
Alamance County	1,471	52.9	58.3	0	*	22	63.6	328	41.5	38	34.2	7	28.6	1,072	64.5	4	*
Caswell County	223	52.9	59.6	0	*	0	*	100	48.0	1	*	2	*	120	68.3	0	*
Chatham County	488	52.6	59.2	1	*	0	*	136	36.8	9	55.6	2	*	340	68.2	0	*
Durham County	1,992	51.6	53.2	0	*	37	75.7	1,087	35.5	56	33.9	15	80.0	784	77.3	13	69.2
Franklin County	507	51.6	52.3	0	*	5	60.0	213	34.3	2	*	0	*	287	65.5	0	*
Granville County	526	51.9	53.8	0	*	8	62.5	222	36.9	8	0.0	1	*	287	68.3	0	*
Guilford County	4,049	55.5	68.7	2	*	144	55.6	1,400	47.8	60	65.0	33	87.9	2,391	81.7	19	57.9
Harnett County	742	53.4	63.5	0	*	2	*	221	37.1	20	50.0	4	*	483	76.4	12	41.7
Johnston County	880	54.7	68.5	0	*	4	*	213	40.4	27	51.9	1	*	631	78.6	4	*
Lee County	595	52.7	58.3	1	*	9	55.6	174	42.5	39	38.5	2	*	370	68.4	0	*
Nash/Rocky Mount	1,304	52.4	54.7	5	80.0	11	81.8	680	38.1	15	33.3	0	*	592	73.6	1	*
Orange County	422	54.5	66.6	2	*	2	*	112	46.4	7	57.1	0	*	299	74.6	0	*
Chapel Hill City	444	58.9	83.6	1	*	17	94.1	82	46.3	6	83.3	3	*	330	92.4	3	*
Person County	437	52.9	58.1	1	*	1	*	132	48.5	6	16.7	0	*	297	63.0	0	*
Randolph County	1,089	52.1	54.5	6	50.0	3	*	59	40.7	15	33.3	4	*	1,002	55.9	0	*
Asheboro City	301	54.9	68.8	3	*	4	*	32	37.5	22	40.9	0	*	237	74.7	3	*
Rockingham County	730	53.6	61.0	0	*	1	*	198	43.9	12	58.3	1	*	517	67.9	1	*
Vance County	460	50.6	47.2	0	*	3	*	272	37.5	3	*	1	*	181	59.7	0	*
Wake County	6,460	56.4	73.2	28	57.1	222	80.2	1,506	43.4	116	58.6	124	75.8	4,268	83.7	150	76.0
Warren County	234	50.6	47.0	12	33.3	0	*	173	42.8	0	*	0	*	49	65.3	0	*
Wilson County	910	51.8	51.4	1	*	8	75.0	473	34.2	25	16.0	3	*	399	73.4	1	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 31a. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

English 1

Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	89,500	53.2	58.5	1,311	33.3	1,402	64.1	26,498	36.7	1,526	44.5	467	65.3	57,909	69.2	328	58.2
Western Region	7,180	54.6	65.8	70	54.3	47	57.4	467	40.9	82	59.8	22	72.7	6,482	67.9	10	70.0
Buncombe County	1,895	55.4	70.1	1	*	14	64.3	102	55.9	20	70.0	11	81.8	1,743	70.9	4	*
Asheville City	313	55.0	64.2	2	*	4	*	114	30.7	5	80.0	0	*	187	85.0	1	*
Cherokee County	272	54.9	64.7	4	*	1	*	6	50.0	5	80.0	3	*	251	64.5	2	*
Clay County	90	56.4	72.2	1	*	0	*	0	*	0	*	1	*	87	73.6	1	*
Graham County	111	55.2	73.0	10	90.0	0	*	0	*	0	*	3	*	97	71.1	1	*
Haywood County	557	54.0	63.2	3	*	2	*	8	50.0	5	40.0	0	*	539	63.8	0	*
Henderson County	891	54.7	66.8	0	*	14	42.9	48	35.4	25	56.0	4	*	799	69.3	1	*
Jackson County	320	54.0	60.6	21	28.6	2	*	4	*	0	*	0	*	293	63.1	0	*
Macon County	328	55.6	73.8	0	*	1	*	3	*	3	*	0	*	321	73.8	0	*
Madison County	193	52.5	59.6	0	*	0	*	0	*	1	*	0	*	192	59.4	0	*
McDowell County	484	53.4	61.6	0	*	5	80.0	19	52.6	3	*	0	*	457	61.9	0	*
Mitchell County	171	56.0	74.9	0	*	0	*	0	*	2	*	0	*	169	74.6	0	*
Polk County	169	53.4	60.4	0	*	0	*	19	42.1	6	33.3	0	*	144	63.9	0	*
Rutherford County	746	52.3	53.9	0	*	3	*	121	33.9	5	20.0	0	*	617	58.0	0	*
Swain County	125	54.0	63.2	27	59.3	0	*	0	*	0	*	0	*	98	64.3	0	*
Transylvania Co.	317	57.6	81.1	0	*	0	*	21	57.1	1	*	0	*	295	82.7	0	*
Yancey County	198	52.9	56.1	1	*	1	*	2	*	1	*	0	*	193	56.5	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 31b. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
English 1
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**89,500**	**53.2**	**58.5**	**1,311**	**33.3**	**1,402**	**64.1**	**26,498**	**36.7**	**1,526**	**44.5**	**467**	**65.3**	**57,909**	**69.2**	**328**	**58.2**
Northwest Region	**13,956**	**53.5**	**60.8**	**17**	**52.9**	**235**	**51.9**	**2,098**	**37.0**	**170**	**35.3**	**54**	**64.8**	**11,351**	**65.8**	**27**	**44.4**
Alexander County	406	52.9	62.3	0	•	9	66.7	34	55.9	3	•	0	•	360	62.8	0	•
Alleghany County	122	53.2	60.7	0	•	2	•	2	•	1	•	0	•	117	60.7	0	•
Ashe County	320	53.4	60.3	1	•	0	•	3	•	2	•	1	•	313	61.0	0	•
Avery County	202	52.7	60.9	0	•	0	•	3	•	0	•	0	•	199	61.3	0	•
Burke County	1,028	53.1	58.9	0	•	71	46.5	80	35.0	8	75.0	1	•	867	62.1	1	•
Caldwell County	913	51.8	53.2	0	•	4	•	79	38.0	5	40.0	2	•	821	54.7	2	•
Catawba County	1,150	53.5	60.2	1	•	38	42.1	75	42.7	15	26.7	5	60.0	1,012	62.8	4	•
Hickory City	326	54.4	61.0	0	•	11	27.3	72	30.6	10	50.0	2	•	231	72.7	0	•
Newton-Conover	202	54.5	67.3	0	•	9	44.4	30	46.7	2	•	0	•	158	73.4	3	•
Davidson County	1,307	54.1	63.4	0	•	11	45.5	33	54.5	2	•	3	•	1,256	63.9	1	•
Lexington City	210	51.7	48.6	2	•	27	40.7	78	32.1	9	44.4	2	•	91	64.8	1	•
Thomasville City	126	49.1	41.3	0	•	0	•	57	35.1	2	•	1	•	62	50.0	4	•
Davie County	400	53.7	61.3	0	•	2	•	44	36.4	6	16.7	1	•	346	64.7	1	•
Forsyth County	2,997	53.8	60.3	9	66.7	27	81.5	1,057	36.0	35	37.1	24	62.5	1,835	74.4	7	42.9
Iredell-Statesville	1,070	53.3	60.4	0	•	12	66.7	249	37.8	23	39.1	2	•	784	68.1	0	•
Mooresville	244	55.6	69.7	0	•	4	•	41	24.4	1	•	0	•	198	78.8	0	•
Stokes County	533	52.3	55.3	3	•	2	•	33	36.4	6	33.3	5	80.0	484	56.6	0	•
Surry County	621	53.1	60.5	1	•	1	•	40	35.0	16	12.5	0	•	563	63.6	0	•
Elkin City	105	55.2	70.5	0	•	0	•	10	40.0	1	•	2	•	89	74.2	3	•
Mount Airy City	141	55.7	72.3	0	•	1	•	18	44.4	2	•	0	•	120	78.3	0	•
Watauga County	368	58.0	78.5	0	•	1	•	3	•	1	•	0	•	363	78.8	0	•
Wilkes County	743	53.3	62.2	0	•	2	•	38	47.4	7	71.4	2	•	694	62.7	0	•
Yadkin County	422	53.7	64.5	0	•	1	•	19	26.3	13	15.4	1	•	388	67.8	0	•

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 31c. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

English 1

Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**89,500**	**53.2**	**58.5**	**1,311**	**33.3**	**1,402**	**64.1**	**26,498**	**36.7**	**1,526**	**44.5**	**467**	**65.3**	**57,909**	**69.2**	**328**	**58.2**
Southwest Region	**18,950**	**52.9**	**57.2**	**181**	**38.7**	**436**	**61.0**	**5,691**	**34.0**	**320**	**42.8**	**36**	**44.4**	**12,248**	**68.5**	**37**	**37.8**
Anson County	316	50.1	44.3	2	*	1	*	189	28.6	2	*	0	*	122	68.0	0	*
Cabarrus County	1,273	54.8	66.1	1	*	10	70.0	159	32.1	13	46.2	2	*	1,088	71.3	0	*
Kannapolis City**	282	50.8	48.2	0	*	6	33.3	91	35.2	11	27.3	0	*	174	56.9	0	*
Cleveland County**	660	52.9	56.8	0	*	0	*	155	38.7	4	*	1	*	500	62.6	0	*
Kings Mountain**	337	50.9	49.9	0	*	7	71.4	90	33.3	1	*	0	*	239	55.2	0	*
Shelby City	194	55.8	61.9	1	*	1	*	94	38.3	2	*	1	*	93	86.0	2	*
Gaston County	2,216	52.3	54.2	15	46.7	27	55.6	422	37.4	18	50.0	12	58.3	1,704	58.6	18	38.9
Hoke County	427	49.7	44.7	58	32.8	4	*	234	35.9	6	100.0	3	*	122	63.1	0	*
Lincoln County	753	53.0	59.8	1	*	5	40.0	82	46.3	24	62.5	1	*	640	61.7	0	*
Mecklenburg Co.	6,633	53.0	57.4	32	50.0	306	63.7	2,673	33.9	158	41.8	8	37.5	3,445	76.1	10	30.0
Montgomery Co.	322	49.0	41.0	0	*	8	50.0	120	18.3	14	0.0	0	*	178	59.6	2	*
Moore County	802	53.2	57.4	7	42.9	5	80.0	204	32.4	19	26.3	1	*	564	67.4	2	*
Richmond County	535	52.2	54.4	11	63.6	4	*	230	37.4	3	*	0	*	287	66.9	0	*
Rowan County	1,457	52.6	57.0	3	*	16	37.5	308	32.1	23	52.2	6	16.7	1,098	64.6	3	*
Scotland County	552	49.9	42.8	42	21.4	1	*	270	28.1	2	*	0	*	237	62.9	0	*
Stanly County	757	54.0	64.9	1	*	25	52.0	120	38.3	3	*	1	*	607	71.0	0	*
Union County	1,434	54.8	67.1	7	71.4	10	40.0	250	37.2	17	35.3	0	*	1,150	74.3	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

**These data reflect changes after publication of the Report Card

Table 31d. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

English 1

Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**89,500**	**53.2**	**58.5**	**1,311**	**33.3**	**1,402**	**64.1**	**26,498**	**36.7**	**1,526**	**44.5**	**467**	**65.3**	**57,909**	**69.2**	**328**	**58.2**
Northeast Region	**6,822**	**51.5**	**49.8**	**28**	**28.6**	**30**	**63.3**	**3,616**	**33.8**	**36**	**44.4**	**21**	**61.9**	**3,067**	**68.8**	**23**	**39.1**
Beaufort County	541	53.1	56.4	0	*	0	*	210	37.6	2	*	2	*	324	68.8	2	*
Bertie County	373	49.2	39.1	0	*	0	*	299	30.4	0	*	0	*	74	74.3	0	*
Camden County	95	53.7	56.8	0	*	1	*	23	39.1	0	*	0	*	71	62.0	0	*
Chowan County	210	51.4	49.0	0	*	1	*	107	27.1	1	*	0	*	101	71.3	0	*
Currituck County	237	52.0	54.4	2	*	0	*	26	30.8	5	80.0	0	*	204	56.9	0	*
Dare County	327	56.1	70.9	1	*	1	*	18	44.4	7	71.4	0	*	300	72.3	0	*
Edgecombe County	564	51.9	54.1	0	*	0	*	335	46.6	4	*	1	*	223	65.9	1	*
Gates County	149	51.5	53.7	0	*	0	*	71	36.6	0	*	0	*	78	69.2	0	*
Halifax County	515	45.9	23.1	15	26.7	1	*	458	22.3	2	*	1	*	20	30.0	18	27.8
Roanoke Rapids	216	54.3	61.6	0	*	1	*	48	35.4	0	*	0	*	167	69.5	0	*
Weldon City	96	47.3	28.1	0	*	0	*	87	26.4	0	*	2	*	7	42.9	0	*
Hertford County	363	48.5	36.1	5	20.0	2	*	263	25.9	0	*	9	55.6	82	68.3	2	*
Hyde County	67	49.5	35.8	0	*	0	*	35	17.1	0	*	0	*	32	56.3	0	*
Martin County	397	51.1	49.1	3	*	0	*	227	39.2	0	*	2	*	165	63.0	0	*
Northampton Co.	308	48.4	34.1	2	*	0	*	242	29.3	1	*	0	*	63	52.4	0	*
Pasquotank County	486	51.6	49.8	0	*	6	100.0	241	33.2	1	*	2	*	236	65.3	0	*
Perquimans County	165	50.3	43.6	0	*	0	*	66	21.2	0	*	0	*	99	58.6	0	*
Pitt County	1,399	54.4	61.5	0	*	15	60.0	656	42.7	11	36.4	2	*	715	79.3	0	*
Tyrrell County	70	50.1	40.0	0	*	2	*	35	28.6	0	*	0	*	33	51.5	0	*
Washington County	244	49.5	43.4	0	*	0	*	169	33.7	2	*	0	*	73	67.1	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 31e. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
English 1
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**89,500**	**53.2**	**58.5**	**1,311**	**33.3**	**1,402**	**64.1**	**26,498**	**36.7**	**1,526**	**44.5**	**467**	**65.3**	**57,909**	**69.2**	**328**	**58.2**
Southeast Region	**17,363**	**52.3**	**54.9**	**951**	**29.0**	**197**	**72.6**	**6,491**	**39.1**	**415**	**52.0**	**130**	**57.7**	**9,132**	**68.5**	**34**	**52.9**
Bladen County	485	50.5	46.4	6	33.3	1	*	251	33.1	3	*	1	*	220	60.9	0	*
Brunswick County	724	51.4	48.9	6	16.7	0	*	205	28.3	6	33.3	2	*	505	57.6	0	*
Carteret County	638	54.8	65.5	3	*	5	80.0	76	48.7	10	70.0	4	*	533	67.9	0	*
Columbus County	575	50.0	43.7	21	52.4	0	*	254	26.8	3	*	1	*	296	57.4	0	*
Whiteville City	227	53.0	58.6	3	*	1	*	92	38.0	0	*	2	*	128	75.0	1	*
Craven County	1,116	53.5	59.8	0	*	14	78.6	405	43.0	23	69.6	8	75.0	666	69.1	0	*
Cumberland County	3,639	53.4	60.4	57	49.1	78	70.5	1,661	45.5	176	60.2	28	60.7	1,637	75.4	2	*
Duplin County	559	51.9	54.2	2	*	0	*	240	41.7	22	45.5	0	*	295	64.7	0	*
Greene County	238	52.9	57.6	0	*	0	*	142	50.0	4	*	0	*	92	69.6	0	*
Jones County	117	50.2	44.4	0	*	0	*	70	35.7	1	*	1	*	45	57.8	0	*
Lenoir County	807	52.3	53.3	4	*	3	*	404	41.6	15	33.3	2	*	377	66.3	0	*
New Hanover Co.	1,704	54.8	66.0	9	55.6	16	93.8	471	37.8	13	30.8	14	57.1	1,174	77.5	7	57.1
Onslow County	1,807	53.6	63.6	1	*	52	71.2	473	46.3	69	53.6	20	70.0	1,182	70.6	9	66.7
Pamlico County	164	52.8	57.9	1	*	2	*	60	41.7	0	*	0	*	101	66.3	0	*
Pender County	474	52.1	50.4	0	*	1	*	184	34.8	13	15.4	2	*	273	63.0	1	*
Robeson County	1,790	47.9	33.2	821	26.7	6	100.0	540	27.2	8	50.0	28	46.4	382	53.4	5	20.0
Sampson County	571	50.4	48.0	9	11.1	0	*	202	31.7	24	33.3	9	66.7	321	58.9	6	100.0
Clinton City	195	52.2	53.3	6	0.0	1	*	93	38.7	3	*	5	40.0	84	77.4	3	*
Wayne County	1,533	51.5	51.3	2	*	17	52.9	668	34.1	22	40.9	3	*	821	65.5	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

[illegible]

Table 31f. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
English 1
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	89,500	53.2	58.5	1,311	33.3	1,402	64.1	26,498	36.7	1,526	44.5	467	65.3	57,909	69.2	328	58.2
Central Region	25,229	53.8	61.0	64	54.7	457	70.5	8,135	37.7	503	40.0	204	73.5	15,629	73.3	197	66.5
Alamance County	1,508	52.9	56.6	0	*	21	57.1	352	38.9	38	28.9	9	44.4	1,082	63.3	6	83.3
Caswell County	265	51.0	47.9	0	*	0	*	122	43.4	2	*	0	*	141	52.5	0	*
Chatham County	468	53.7	62.2	1	*	0	*	134	37.3	15	26.7	3	*	315	74.6	0	*
Durham County	1,891	52.8	55.7	1	*	35	77.1	1,029	37.8	36	41.7	14	85.7	766	78.7	10	70.0
Franklin County	537	51.5	50.7	0	*	1	*	225	36.0	2	*	0	*	309	60.8	0	*
Granville County	481	52.4	55.1	0	*	6	50.0	200	43.0	6	33.3	1	*	268	64.9	0	*
Guilford County	4,157	54.5	64.3	1	*	128	57.8	1,485	41.1	43	48.8	27	88.9	2,450	78.7	23	65.2
Harnett County	1,145	51.7	52.1	5	40.0	6	83.3	360	31.1	34	32.4	5	80.0	722	63.0	13	53.8
Johnston County	1,264	54.0	65.0	0	*	4	*	264	42.0	48	43.8	4	*	940	72.6	4	*
Lee County	620	51.8	53.1	1	*	5	80.0	196	38.8	43	27.9	2	*	373	63.0	0	*
Nash/Rocky Mount	1,235	51.9	50.2	5	80.0	10	70.0	652	33.0	12	41.7	1	*	555	69.9	0	*
Orange County	409	54.5	64.3	2	*	1	*	105	44.8	5	80.0	0	*	296	71.3	0	*
Chapel Hill City	592	59.9	81.3	1	*	27	88.9	109	41.3	7	57.1	2	*	444	91.0	0	*
Person County	436	52.7	57.1	2	*	1	*	129	41.1	7	28.6	1	*	296	65.2	0	*
Randolph County	1,046	53.0	59.8	7	42.9	1	*	58	51.7	16	31.3	3	*	961	61.1	0	*
Asheboro City	279	55.2	68.1	1	*	3	*	32	37.5	12	41.7	1	*	229	73.4	1	*
Rockingham County	1,128	53.1	61.0	2	*	3	*	268	46.3	26	23.1	2	*	827	67.0	0	*
Vance County	465	49.0	37.2	0	*	2	*	290	24.1	3	*	1	*	169	58.6	0	*
Wake County	6,109	55.8	70.3	24	58.3	195	76.9	1,434	39.5	120	50.8	127	74.8	4,032	81.5	139	68.3
Warren County	221	50.8	44.3	11	45.5	0	*	163	37.4	1	*	1	*	45	71.1	0	*
Wilson County	973	50.7	43.6	0	*	8	87.5	528	25.9	27	33.3	0	*	409	66.3	1	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 32a. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

U.S. History

Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**68,613**	**56.2**	**49.5**	**858**	**30.1**	**1,112**	**59.9**	**19,146**	**27.9**	**904**	**42.1**	**275**	**54.9**	**45,952**	**58.7**	**300**	**48.0**
Western Region	**5,640**	**57.5**	**56.3**	**65**	**43.1**	**38**	**65.8**	**338**	**34.0**	**41**	**46.3**	**21**	**52.4**	**5,117**	**58.0**	**20**	**40.0**
Buncombe County	1,476	58.1	58.9	6	50.0	15	66.7	76	36.8	9	55.6	8	87.5	1,359	60.0	3	*
Asheville City	243	57.8	57.2	2	*	1	*	78	34.6	2	*	4	*	151	72.8	5	0.0
Cherokee County	249	55.8	51.8	8	62.5	0	*	6	33.3	5	40.0	4	*	217	51.6	9	55.6
Clay County	88	55.4	42.0	0	*	0	*	1	*	0	*	0	*	86	43.0	1	*
Graham County	80	57.9	62.5	7	28.6	2	*	0	*	0	*	0	*	71	66.2	0	*
Haywood County	380	56.6	51.6	0	*	1	*	9	55.6	0	*	0	*	370	51.4	0	*
Henderson County	719	57.4	58.4	0	*	6	33.3	30	30.0	10	40.0	3	*	670	60.4	0	*
Jackson County	273	55.9	52.0	19	42.1	0	*	1	*	3	*	0	*	250	53.6	0	*
Macon County	259	59.2	63.3	0	*	2	*	0	*	2	*	0	*	255	62.7	0	*
Madison County	173	62.3	79.8	0	*	1	*	0	*	0	*	0	*	172	80.2	0	*
McDowell County	356	58.3	60.7	0	*	5	100.0	20	30.0	1	*	1	*	329	62.3	0	*
Mitchell County	126	56.6	44.4	0	*	0	*	0	*	0	*	0	*	126	44.4	0	*
Polk County	123	54.6	42.3	0	*	1	*	17	41.2	3	*	0	*	102	42.2	0	*
Rutherford County	588	56.0	47.6	0	*	2	*	82	31.7	3	*	1	*	500	50.0	0	*
Swain County	105	56.6	53.3	23	43.5	1	*	0	*	2	*	0	*	79	57.0	0	*
Transylvania Co.	251	59.6	65.3	0	*	1	*	16	31.3	0	*	0	*	234	67.5	0	*
Yancey County	151	54.8	42.4	0	*	0	*	2	*	1	*	0	*	146	41.8	2	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

[illegible]

Table 32b. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
U.S. History
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	68,613	56.2	49.5	858	30.1	1,112	59.9	19,146	27.9	904	42.1	275	54.9	45,952	58.7	300	48.0
Northwest Region	10,501	56.3	50.1	13	46.2	156	49.4	1,536	27.0	107	41.1	39	53.8	8,622	54.3	24	50.0
Alexander County	271	57.6	58.7	0	*	2	*	25	60.0	1	*	0	*	243	58.8	0	*
Alleghany County	94	55.9	47.9	0	*	0	*	5	20.0	0	*	0	*	89	49.4	0	*
Ashe County	203	55.2	40.4	0	*	1	*	1	*	0	*	0	*	201	40.3	0	*
Avery County	147	58.8	63.3	1	*	1	*	1	*	0	*	0	*	144	63.2	0	*
Burke County	736	55.9	49.3	0	*	32	40.6	67	34.3	10	40.0	1	*	626	51.4	0	*
Caldwell County	684	54.7	42.0	0	*	2	*	58	15.5	2	*	2	*	620	44.7	0	*
Catawba County	865	55.9	48.6	1	*	18	33.3	52	25.0	12	50.0	3	*	776	50.6	3	*
Hickory City	230	58.3	61.3	0	*	11	45.5	52	26.9	3	*	1	*	163	74.2	0	*
Newton-Conover	153	55.2	39.9	0	*	3	*	26	34.6	7	14.3	1	*	116	44.0	0	*
Davidson County	1,072	56.5	51.6	0	*	4	*	26	26.9	6	33.3	0	*	1,034	52.2	2	*
Lexington City	153	54.8	43.8	0	*	12	50.0	69	23.2	3	*	5	60.0	61	63.9	3	*
Thomasville City	112	55.4	42.0	0	*	1	*	68	27.9	1	*	0	*	41	61.0	1	*
Davie County	323	54.8	44.6	1	*	3	*	32	31.3	2	*	0	*	285	46.3	0	*
Forsyth County**	2,280	56.3	50.1	7	42.9	39	66.7	780	26.2	20	50.0	20	60.0	1,396	63.0	14	50.0
Iredell-Statesville	764	56.2	47.1	1	*	9	11.1	139	22.3	6	16.7	0	*	609	53.7	0	*
Mooresville	210	59.2	61.9	0	*	11	72.7	23	39.1	5	60.0	0	*	171	64.3	0	*
Stokes County	372	56.2	49.7	1	*	1	*	22	22.7	4	*	1	*	343	51.0	0	*
Surry County	458	56.5	50.4	1	*	3	*	26	38.5	2	*	0	*	425	51.1	1	*
Elkin City	89	58.3	58.4	0	*	1	*	10	20.0	2	*	3	*	73	63.0	0	*
Mount Airy City	111	58.3	59.5	0	*	0	*	7	14.3	3	*	1	*	100	65.0	0	*
Watauga County	295	59.2	65.4	0	*	0	*	2	*	3	*	0	*	290	65.9	0	*
Wilkes County	580	56.4	51.4	0	*	2	*	30	43.3	6	16.7	1	*	541	52.1	0	*
Yadkin County	299	55.0	46.2	0	*	0	*	15	20.0	9	55.6	0	*	275	47.3	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

**These data reflect changes after publication of the Report Card.

Table 32c. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems

U.S. History

Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**68,613**	**56.2**	**49.5**	**858**	**30.1**	**1,112**	**59.9**	**19,146**	**27.9**	**904**	**42.1**	**275**	**54.9**	**45,952**	**58.7**	**300**	**48.0**
Southwest Region	**14,759**	**56.0**	**49.4**	**129**	**42.6**	**331**	**55.9**	**4,053**	**26.7**	**178**	**39.3**	**42**	**45.2**	**9,982**	**58.8**	**39**	**46.2**
Anson County	267	52.4	25.1	0	*	1	*	171	15.2	0	*	0	*	95	42.1	0	*
Cabarrus County	1,208	56.0	47.1	3	*	6	16.7	135	26.7	17	35.3	2	*	1,042	50.1	3	*
Kannapolis City**	207	53.8	37.7	0	*	2	*	86	19.8	3	*	1	*	115	49.6	0	*
Cleveland County	473	55.9	52.0	1	*	2	*	101	29.7	2	*	0	*	367	58.3	0	*
Kings Mountain	204	55.0	45.6	0	*	7	57.1	52	25.0	1	*	1	*	143	52.4	0	*
Shelby City	172	57.7	52.9	0	*	1	*	76	35.5	0	*	0	*	95	66.3	0	*
Gaston County	1,706	56.5	50.6	7	57.1	36	41.7	302	25.5	13	30.8	9	55.6	1,323	56.5	16	62.5
Hoke County	338	53.8	38.8	39	30.8	1	*	189	28.0	4	*	1	*	104	59.6	0	*
Lincoln County	560	57.2	56.6	3	*	2	*	56	23.2	17	29.4	1	*	480	61.7	1	*
Mecklenburg Co.	4,940	56.9	54.9	17	70.6	227	58.6	1,729	30.3	91	42.9	8	75.0	2,861	69.7	7	28.6
Montgomery Co.	285	54.3	43.5	1	*	5	40.0	99	19.2	2	*	0	*	178	57.9	0	*
Moore County	614	56.6	50.3	4	*	3	*	159	23.9	8	50.0	1	*	435	60.7	4	*
Richmond County	480	54.4	38.1	11	54.5	2	*	205	26.3	2	*	9	33.3	245	47.8	6	33.3
Rowan County	1,142	53.8	38.3	3	*	10	40.0	221	16.7	9	44.4	7	28.6	885	43.7	2	*
Scotland County	417	54.8	42.7	35	48.6	2	*	188	28.7	1	*	0	*	191	54.5	0	*
Stanly County	610	55.5	48.9	1	*	13	38.5	94	20.2	1	*	1	*	500	54.6	0	*
Union County	1,136	56.9	53.1	4	*	11	72.7	190	24.7	7	14.3	1	*	923	59.2	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

**These data reflect changes after publication of the Report Card

Table 32d. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
U.S. History
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	68,613	56.2	49.5	858	30.1	1,112	59.9	19,146	27.9	904	42.1	275	54.9	45,952	58.7	300	48.0
Northeast Region	5,319	54.2	38.4	19	26.3	31	64.5	2,712	22.1	13	61.5	10	60.0	2,518	55.7	16	25.0
Beaufort County	498	55.6	45.6	1	*	2	*	199	23.6	3	*	1	*	292	60.3	0	*
Bertie County	239	50.0	14.6	1	*	0	*	184	7.6	0	*	1	*	53	35.8	0	*
Camden County	71	54.1	38.0	1	*	0	*	19	26.3	0	*	0	*	51	41.2	0	*
Chowan County	183	54.4	41.0	0	*	1	*	98	24.5	1	*	0	*	83	60.2	0	*
Currituck County	175	54.9	43.4	0	*	0	*	31	32.3	2	*	0	*	142	45.8	0	*
Dare County	248	59.2	67.7	0	*	2	*	12	25.0	0	*	1	*	233	70.0	0	*
Edgecombe County	475	54.2	36.6	1	*	2	*	275	28.7	0	*	1	*	196	48.5	0	*
Gates County	112	54.8	40.2	1	*	1	*	53	20.8	0	*	0	*	57	57.9	0	*
Halifax County	339	49.1	15.0	7	14.3	0	*	304	14.8	0	*	1	*	17	29.4	10	0.0
Roanoke Rapids	184	57.7	52.2	0	*	3	*	29	20.7	0	*	0	*	152	57.2	0	*
Weldon City	71	48.8	12.7	0	*	0	*	66	10.6	0	*	0	*	4	*	1	*
Hertford County	284	51.0	23.9	4	*	0	*	196	16.8	0	*	3	*	79	39.2	2	*
Hyde County	52	57.4	55.8	0	*	0	*	17	35.3	0	*	0	*	35	65.7	0	*
Martin County	350	52.3	28.3	1	*	1	*	182	14.8	0	*	0	*	165	42.4	1	*
Northampton Co.	203	54.9	48.3	1	*	0	*	173	47.4	1	*	0	*	28	50.0	0	*
Pasquotank County	362	54.6	40.9	0	*	9	66.7	174	21.3	0	*	0	*	179	58.7	0	*
Perquimans County	124	53.9	37.1	0	*	0	*	51	21.6	0	*	0	*	73	47.9	0	*
Pitt County	1,117	55.5	44.5	1	*	10	60.0	509	24.4	6	66.7	2	*	587	61.3	2	*
Tyrrell County	55	55.1	40.0	0	*	0	*	20	25.0	0	*	0	*	35	48.6	0	*
Washington County	177	52.7	31.1	0	*	0	*	120	20.0	0	*	0	*	57	54.4	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 32e. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
U.S. History
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	**68,613**	**56.2**	**49.5**	**858**	**30.1**	**1,112**	**59.9**	**19,146**	**27.9**	**904**	**42.1**	**275**	**54.9**	**45,952**	**58.7**	**300**	**48.0**
Southeast Region	**13,042**	**55.3**	**44.6**	**564**	**23.2**	**150**	**60.7**	**4,704**	**29.1**	**267**	**42.7**	**64**	**50.0**	**7,235**	**56.2**	**47**	**38.3**
Bladen County	359	53.9	36.2	3	*	0	*	171	21.6	2	*	2	*	176	48.3	5	60.0
Brunswick County	543	54.4	38.1	4	*	3	*	167	25.1	4	*	2	*	363	43.5	0	*
Carteret County	551	56.9	54.1	3	*	3	*	76	26.3	4	*	0	*	462	58.4	1	*
Columbus County	476	52.9	32.1	24	25.0	0	*	190	22.1	0	*	2	*	257	40.5	3	*
Whiteville City	185	55.6	44.3	2	*	2	*	66	27.3	1	*	0	*	113	54.9	1	*
Craven County	848	56.6	51.5	2	*	11	45.5	268	31.0	13	46.2	2	*	551	61.3	1	*
Cumberland County	2,660	55.7	46.0	28	39.3	65	66.2	1,226	35.6	128	49.2	11	54.5	1,198	55.4	4	*
Duplin County	465	55.5	46.2	0	*	1	*	190	24.2	9	44.4	0	*	265	61.9	0	*
Greene County	176	54.9	41.5	0	*	0	*	86	24.4	5	20.0	1	*	80	61.3	4	*
Jones County	84	51.8	31.0	0	*	0	*	45	20.0	0	*	0	*	39	43.6	0	*
Lenoir County	575	56.2	47.0	0	*	4	*	275	36.7	6	33.3	1	*	289	57.1	0	*
New Hanover Co.	1,323	57.9	58.4	2	*	12	66.7	289	31.1	17	41.2	7	57.1	994	66.7	2	*
Onslow County	1,261	56.3	50.8	0	*	32	59.4	318	35.5	36	36.1	5	40.0	855	57.0	6	66.7
Pamlico County	122	55.2	41.8	0	*	1	*	46	23.9	1	*	0	*	74	52.7	0	*
Pender County	360	55.4	43.6	1	*	0	*	139	24.5	4	*	0	*	216	56.0	0	*
Robeson County	1,181	51.7	26.2	475	20.4	6	33.3	346	16.5	12	25.0	22	31.8	305	45.2	15	33.3
Sampson County	507	54.0	39.4	7	14.3	1	*	198	26.8	5	40.0	5	60.0	286	49.0	5	20.0
Clinton City	179	53.3	32.4	11	36.4	0	*	81	14.8	1	*	1	*	85	47.1	0	*
Wayne County	1,187	55.0	44.0	2	*	9	55.6	527	27.3	19	42.1	3	*	627	57.4	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Table 32f. 1996-97 End-of-Course Multiple-Choice Test Results for School Systems
U.S. History
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White		Other	
	Number Tested	Average Scale	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >	Number Tested	Percent Level III or >
State	68,613	56.2	49.5	858	30.1	1,112	59.9	19,146	27.9	904	42.1	275	54.9	45,952	58.7	300	48.0
Central Region	19,352	56.9	53.5	68	48.5	406	66.0	5,803	30.5	298	42.3	99	62.6	12,478	63.9	154	54.5
Alamance County	1,019	55.6	46.6	2	*	15	40.0	232	22.4	22	36.4	3	*	744	54.7	1	*
Caswell County	216	52.8	33.8	0	*	0	*	98	17.3	0	*	0	*	116	48.3	2	*
Chatham County	356	56.4	52.5	0	*	0	*	92	26.1	10	30.0	2	*	252	62.7	0	*
Durham County	1,390	57.1	54.4	1	*	23	78.3	646	37.6	15	26.7	8	87.5	692	69.5	5	60.0
Franklin County	376	52.4	29.3	3	*	0	*	162	10.5	1	*	0	*	210	43.3	0	*
Granville County	397	56.3	49.6	1	*	3	*	179	34.1	4	*	0	*	210	62.9	0	*
Guilford County	3,224	57.5	56.0	1	*	120	53.3	1,068	36.6	43	44.2	15	60.0	1,967	67.0	10	40.0
Harnett County	790	54.9	43.7	4	*	4	*	234	25.2	18	44.4	0	*	527	51.6	3	*
Johnston County	1,013	55.9	47.9	0	*	8	37.5	213	23.5	21	38.1	2	*	766	55.1	3	*
Lee County	453	55.0	43.3	0	*	2	*	152	20.4	21	19.0	0	*	277	58.1	1	*
Nash/Rocky Mount	1,049	54.4	39.1	1	*	12	50.0	512	24.2	5	0.0	1	*	518	54.1	0	*
Orange County	316	56.8	56.0	2	*	0	*	75	30.7	2	*	2	*	234	64.5	1	*
Chapel Hill City	548	62.0	80.8	1	*	33	90.9	57	38.6	8	75.0	1	*	440	85.7	2	*
Person County	299	55.9	47.2	2	*	1	*	101	26.7	5	20.0	0	*	190	58.9	0	*
Randolph County	822	56.2	49.3	1	*	6	33.3	47	38.3	9	11.1	2	*	757	50.5	0	*
Asheboro City	195	58.8	64.6	0	*	3	*	30	46.7	6	66.7	0	*	156	67.9	0	*
Rockingham County	893	54.9	42.2	0	*	8	25.0	213	25.8	11	18.2	0	*	660	48.2	1	*
Vance County	376	53.1	35.9	0	*	3	*	230	23.5	3	*	0	*	140	55.0	0	*
Wake County	4,749	59.3	65.6	33	63.6	160	76.3	983	36.5	86	60.5	63	60.3	3,259	74.3	125	58.4
Warren County	225	54.8	39.6	16	31.3	0	*	161	31.1	2	*	0	*	46	71.7	0	*
Wilson County	646	55.3	46.4	0	*	5	60.0	318	24.2	6	33.3	0	*	317	68.8	0	*

Notes: The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
All numbers and averages are reported without chance scores added. Data were deleted where numbers tested were less than five.

Descriptions and Sample Questions
for the
North Carolina End-of-Course Tests

Algebra I

Biology

Economic, Legal, and Political Systems (ELP)

English I

U.S. History

North Carolina End-of-Course Tests
Algebra I (revised 1994)

What is the Algebra I test like?

The revised Algebra I test assesses the Algebra I curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Algebra I curriculum along three broad topics:

- basic operations, equations, and inequalities (goals 1, 2, and 3);
- functions and graphing (goals 4, 5, and 6); and
- polynomials and nonlinear equations (goals 7, 8, and 9).

The test is divided into two parts: calculator and non-calculator. For the calculator part students are expected to have access to a graphing calculator. The basic difference between the two parts of the test is the emphasis on problem solving in the calculator part (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing).

Table 1. Descriptive Information for the North Carolina Test of Algebra I

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will use the language of algebra.	70%	5%
2	The learner will perform operations with real numbers.	48%	12%
3	The learner will solve equations and inequalities with one variable.	54%	16%
4	The learner will demonstrate an elementary understanding of relations and functions.	48%	12%
5	The learner will graph and use linear equations and inequalities.	39%	14%
6	The learner will graph and solve systems of linear equations and inequalities.	37%	9%
7	The learner will perform operations with polynomials.	50%	14%
8	The learner will work with ratios, proportions, and percents.	41%	5%
9	The learner will explore, graph, and interpret nonlinear equations.	27%	14%

* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1993.

How is the test administered?

The end-of-course Algebra I test consists of 81 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1986 to 1993 focused on the assessment of procedures, this revision of the test examines whether a student can apply the algebraic knowledge and skills they have learned to solve everyday problems.

How was the test developed?

The questions on the Algebra I end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1992-93 school year. The questions were field tested in May of 1993. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Algebra I test was implemented statewide for the first time in the spring of 1994.

What kinds of scores do students receive on the test?

Results of the Algebra I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 55.1 and a standard deviation of 9.1 (in 1994). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised Algebra I test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1993 field tests and from the student scores on the 1994 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Algebra I

Level	Description	Percent of Students (93)	Range of Scores (94)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	13%	23–44
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	33%	45–54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	40%	55–65
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	13%	66–87

Objective 3.3 (p = 0.74)

20. **Which pair of equality properties would be used to solve 3x - 5 = 7?**

A subtraction by 7 and multiplication by 3

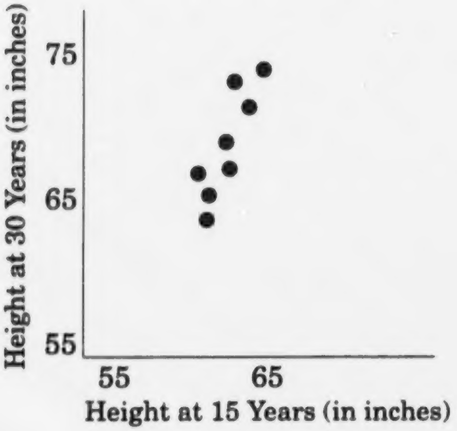
B multiplication by $\frac{1}{3}$ and addition by 7

C division by 5 and subtraction by 7

D addition by 5 and division by 3

Objective 5.9 (p = 0.32)

53. **What equation would *best* represent the data on the graph?**



A $y = x$

B $y = 2x$

C $y = {}^{-}3x$

D $y = \frac{1}{2}x$

Objective 5.10 (p = 0.55)

51. **The table of data represents the circumference of four people's thumbs and wrists. What would you predict to be an estimate for Bill's thumb?**

	thumb	wrist
Betty	4.5 cm	10.5 cm
Jane	6 cm	16 cm
Joe	7 cm	19 cm
Bill	?	23.5 cm

A 7 cm

B 7.5 cm

C 8 cm

D 8.5 cm

Objective 8.3 (p = 0.31)

77. **If a 16-meter tree casts a 7.5-meter shadow, how tall is a building that casts a 24-meter shadow at the same time of day?**

A 11.2 m

B 50 m

C 51.2 m

D 512 m

Objective 9.6 (p = 0.25)

82. What is the smallest y-value of the graph of $y = x^2 - 3$?

A 3

B 1

C 0

D $^-3$

Objective 9.9 (p = 0.14)

86. Bill cut two inches from one side of a square and three inches from another. If the area decreased by 50%, what was the approximate length of the original square?

A 5.5"

B 6.5"

C 7.5"

D 8.5"

Objective 9.10 (p = 0.31)

87. The frequencies (cycles per second) of the sound of A's on a piano increase in an exponential fashion as you move up the keyboard. Which of the following are frequencies of key A?

A 55, 110, 440, 3520, 56320

B 55, 110, 220, 440, 880

C 55, 110, 165, 220, 275

D 55, 105, 155, 205, 255

North Carolina End-of-Course Tests
Biology (revised 1995)

What is the Biology test like?

The revised Biology test assesses the Biology curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Biology curriculum (except Goal 4). On the test, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Biology test is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goals 6 through 8) of the Biology *Standard Course of Study* describe the knowledge that is to be taught in all Biology classes and determine the content of the items on the tests. The skills goals—nature of science (goal 1—5% of the items), process skills (goal 2—*at least* 50% of the items), manipulative skills (goal 3—5% of the items), societal and environmental issues (goal 5—5% of the items), and conceptual knowledge (*at most* 35% of the items)—are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Biology test. Periodically, students and teachers are surveyed concerning their attitudes towards Biology and science in general and the activities conducted during Biology instruction.

Table 1. Descriptive Information for the North Carolina Test of Biology

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
6	The learner will understand the chemical and physical basis of life.	46%	30%
7	The learner will have an understanding of the continuity of life.	41%	40%
8	The learner will have an understanding of ecology.	39%	30%
1	The learner will develop an understanding of the nature of science.	48%	5%
2	The learner will develop the ability to use science process skills.	44%	50%
3	The learner will develop the ability to use science manipulative skills.	45%	5%
5	The learner will have an understanding of the relevance of current topics in biology.	45%	5%
CK	The learner will understand the fundamental concepts, principles, and facts of science.	42%	35%

* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1994.

How is the test administered?

The end-of-course Biology test consists of 95 multiple-choice questions administered during a 110-minute block within the last 10 days of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1987 to 1994 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

How was the test developed?

The questions on the Biology test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Biology test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

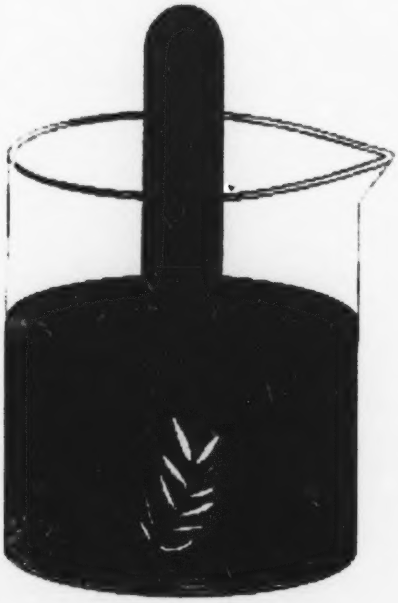
Results of the Biology test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 25 to 88 with a mean of 55.5 and a standard deviation of 8.6 (in 1995). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the Biology test statewide in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the May 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Biology

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	17%	25–46
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	31%	47–54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	36%	55–64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	15%	65–88

Use this information to answer questions 1 and 2.

In the drawing below, an *Elodea* plant is placed in the bottom of a beaker that is half filled with water. A funnel is placed over the plant. A test tube filled with water is inverted and placed on top of the funnel. The beaker is placed in direct sunlight. The purpose of the experiment is to determine the rate of photosynthesis in the *Elodea* plant.



1. How could this experiment show that photosynthesis is taking place?

   A The *Elodea* will turn green.

   B Chlorophyll will dissolve in the water.

   C Bubbles will appear in the test tube.

   D New leaves will grow on the *Elodea*.

2. If you were to set up a control for this experiment, what would be the ***best*** setup?

   A the same setup but no water

   B the same setup but no plant

   C the same setup but a larger plant

   D the same setup but no plant and no direct sunlight

3. Which of the following relationships is ***most*** similar to perspiration : pores?

A epidermis : stomata

B circulation : parenchyma

C digestion : chlorophyll

D transpiration : stomata

4. The code for all living things is carried in what chemical?

A gibberellic acid

B deoxyribonucleic acid

C indoleacetic acid

D naphthaleneacetic acid

5. A farmer has been losing his chickens and finding blood and feathers in the chicken yard. He also notices tracks which appear to be those of a fox. He proceeds to kill all of the foxes on the farm. Which of the following is a probable result?

A The owl population on his farm will decrease.

B The hawk population on his farm will decrease.

C The rabbit population on his farm will increase.

D The fox population should have no effect on any other animals on his farm.

6. In 1989, an oil spill occurred in Alaska's Prince William Sound. Government scientists estimated that 200,000 birds called murres were killed. Recently, another group of scientists reported that the 1991 population of murres was the same as it had historically been. What does this indicate about the nature of science?

A Different groups of scientists should not study the same problem.

B It is inappropriate to apply simple theories to complex situations.

C Scientists should count all, rather than sample part of a population.

D Scientific knowledge should be regarded as being tentative.

7. Soil bacteria serve what function in the nitrogen cycle?

A store nitrogen nodules underground

B attach nitrogen to soil particles

C release nitrogen from the ground to the air

D convert nitrogen to a water soluble form

North Carolina End-of-Course Tests
Economic, Legal, and Political Systems (revised 1996)

What are the ELP tests like?

The revised ELP test assess the Economic, Legal, and Political Systems curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire ELP curriculum (10 goals and associated objectives). The questions on the tests are equally distributed across the goals with the exception of goal 10 which has half as many questions on the tests as the other goals.

On the tests students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Some questions ask the students to analyze primary and secondary source documents, charts and graphs, and political cartoons.

Table 1. Descriptive Information for the North Carolina Test of ELP

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will investigate issues and problems confronting the American economic, legal and political systems.	57%	10%
2	The learner will explain rights and analyze the obligations of responsible citizenship.	55%	11%
3	The learner will investigate how and why individuals and groups make economic choices.	55%	10%
4	The learner will analyze features of the economic system of the United States.	54%	11%
5	The learner will analyze factors influencing the United States economy.	49%	11%
6	The learner will explain the function and importance of the North Carolina and United States Constitutions.	45%	11%
7	The learner will explain the structure and functions of local, state, and national governments and understand their relationship.	43%	10%
8	The learner will explain why laws are needed and how they are enacted, implemented and enforced.	51%	11%
9	The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.	45%	10%
10	The learner will evaluate the influence of ethical and moral principles and religious beliefs on the	47%	5%

*The average percent of students that responded correctly across all items assessing the goal/objective.

How does the revised ELP test compare with the one administered in the past?

Whereas a large portion of the original ELP test (administered from 1990 to 1996) focused on knowledge of facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be responsible and effective citizens in an interdependent world. Students are expected to gain a practical understanding of those systems that affect their lives as consumers and young adult citizens.

How is the test administered?

The ELP end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 15,000 students from randomly selected schools across the state. The revised ELP test was implemented statewide for the first time in the summer of 1996.

What kinds of scores will students receive on the test?

Results of the ELP test are reported as scale scores, percentiles, and achievement levels. The scale scores range from about 21 to 87 with a mean of 53.8 (in 1996-97) and a standard deviation of 10. The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the ELP test during the 1996-97 school year. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of ELP

Level	Description	Percent of Students (95)	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	14%	21–42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	27%	43–51
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	36%	52–60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	23%	61–87

Obj 1.1 Describe examples of recurring public problems and issues. (p = .59)

1. All of the following are significant reasons for the relocation of high-technology industries to North Carolina ***except*** which one?

   A cheap labor and weak unionization

   B availability of inexpensive land

   C local abundance of raw materials

   D low local and state taxes

Obj 3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity. (p = .59)

2. For which reason would a legislator from North Carolina be ***most likely*** to argue against a proposed tax on tobacco?

   A North Carolinians are traditionally opposed to "sin" taxes.

   B The tax could mean smaller returns on investment for tobacco producers in North Carolina.

   C The tax could mean that fewer low-income people in North Carolina could afford tobacco products.

   D North Carolinians are proud of the contributions made by tobacco throughout the state's history.

Obj 4.4 Demonstrate how supply, demand and competition affect prices and the availability of goods and services. (p = .52)

3. Which of the following events will increase the demand for compact cars?

   A An oil shortage pushes up the cost of gasoline.

   B Slow sales cause General Motors to cut luxury car prices.

   C More thefts lead to higher automobile insurance premiums.

   D Concern for the environment leads to an increase in carpooling.

Obj 5.2 Make inferences regarding the impact of government regulation on specific economic activities. (p = .53)

4. Of the following, which ***best*** explains why consumer protection is more necessary today than it was during the early 20th century?

   A Today there are many more manufacturers marketing via the mass media than there were in the early 20th century.

   B Consumers were much more tolerant of defective and unsafe products in the early 20th century than they are today.

   C There are many more products available today, and they are much more complex, than in the early 20th century.

   D The country had other concerns in the early 20th century that were much more important than defective products.

Obj 5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy. (p = .45)

5. In 1790, Alexander Hamilton, the first Secretary of the Treasury, felt that the finances of the new Republic were in a state of chaos. He thought that the best way to introduce "order into our finances" would be to have the powerful and wealthy invest in the country, while letting the common people fend for themselves.

Based on Hamilton's views in the 1790s, which current trend would ***most*** disturb him?

A the government's refusal to benefit the farmers by placing high tariffs on agricultural products

B decreased lending by the government to entrepreneurs for small businesses

C increased spending by the government to provide services for the poor

D the government's ability to develop a fair and equitable tax plan for the benefit of all citizens

Obj 6.2 Identify principles found in the United States Constitution which were stated in the Declaration of Independence and explored in the Federalist Papers. (p = .18)

6. Which is an informal provision of the Constitution of the United States?

A popular sovereignty

B primaries

C checks and balances

D none of the above

Obj 7.2 Describe services provided by selected government agencies and how they are funded. (p = .44)

7. All of the following are ways of raising money for the federal government ***except*** which one?

A taxes

B fines

C borrowing

D lotteries

North Carolina End-of-Course Tests
English I (revised 1995)

What is the English I test like?

The revised end-of-course English I test assesses the revised English Language Arts curriculum of the North Carolina *Standard Course of Study*. The test assesses three of the strands of the curriculum (reading, writing, and viewing) in two parts—editing and textual analysis. The test assesses a student's ability to use strategies which enhance reading comprehension (goal 1); acquire, interpret, and apply information (goal 2); and read for critical analysis and interpretation (goal 3). Goal 4, personal response, is not assessed with multiple-choice items—this goal is better assessed with an open-ended format.

Part 1 of the test focuses on editing and revising for English conventions. This part of the test is presented as a "peer editing" task (students are told that the passages represent drafts of actual student essays); students are asked to edit the draft essays for sentence formation, usage, mechanics, and spelling. The proportion of items in each of the four areas parallels the weighting formula for the English II Essay Test (40% sentence formation, 30% usage, 20% mechanics, and 10% spelling). Words or phrases that may or may not contain an error are underlined and students are asked to choose from three possible corrections or "Make no change."

Part 2 of the test focuses on textual analysis. On this part of the test, students are asked to read four to five passages representing various genres, including literary, information, and practical passages. Some of the passages may be visual "texts" such as political cartoons, maps, works of art, or advertisements. The students are then asked to answer questions in which they must analyze the text using literary terms and elements. Some items also assess a student's ability to read and comprehend written material that is appropriate in terms of difficulty and content.

Table 1. Descriptive Information for the North Carolina Test of English I.

Goal/ Strand	Description of Goal/Strand	Difficulty of Items in Pool*
1	The learner will use strategies and processes that enhance control of communication skills development.	55%
2	The learner will use language for the acquisition, interpretation, and application of information.	46%
	2.1 The learner will identify, collect, or select information and ideas.	53%
	2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.	47%
	2.3 The learner will apply, extend, and expand on information and concepts.	44%
3	The learner will use language for critical analysis and evaluation.	47%
Part 1	Editing	57%
Part 2	Textual Analysis	47%

* The average percent of students that responded correctly across all items assessing the goal/objective.

How is the test administered?

The English 1 test consists of 72 multiple-choice questions (30 editing questions and 42 textual analysis questions) administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The passages for the English I test were chosen to reflect the variety of reading done by students in and out of the classroom. The passages tend to be longer and more complete (compared to those typically found on standardized achievement tests) and have a high interest level for students. The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 8,000 students from randomly selected schools across the state. The revised English I test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

Results of the English I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 22 to 85 with a mean of 53.1 and a standard deviation of 8.9 (in 1995). Scale scores are also being used to report individual and group scores on the goals and parts of the test. The use of scale scores makes interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised test statewide in 1995. Achievement levels (descriptors of performance) were established from teacher judgments during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the revised North Carolina Test of English I.

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	13.4%	22-42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject are and are minimally prepared to be successful at a more advanced level in the content area.	32.3%	43-51
III	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	35.4%	52-60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area..	18.9%	61-85

Use this passage to answer items 1 through 8 on the next page.

In the novel *Night*, by Elie Wiesel, the author shows how the atmosphere of the outside world affects the inner feelings and attitudes of those who endure suffering. Thorough ① his words, the author paints a graphic picture of how his living during the massacre of the Jews affected his faith and his will to survive in a time of endless death.

The author lives in a hateful world of merciless killings; ② the ③ horror tests his faith, not only in himself but also in the God he has worshipped. For long periods during his life, he being taught ④ that his God was omnipotent, quick to forgive, and ready to protect those who believed ⑤. He has never questioned God's powers. Until ⑥ he sees an innocent child hung on the gallows, his father beaten, the massive burial of people who have been tortured and killed.

While living in an environment that is really a cemetery, Elie faces the question of mortality. However, with all hope lost; and ⑦ his faith crumbling around him, he forces himself to live. Despite everything, he presses on, hoping no one will ever forget the horrors of the Holocaust and pray ⑧ that this terrible chapter in human history will never happen again.

For each underlined item in the passage, choose the correction to be made or "Make no change" if there is no correction.

1. A Through
   B Threw
   C Thru
   D Make no change.

2. A one
   B him
   C you
   D Make no change.

3. A killings; The
   B killings, the
   C killings. The
   D Make no change.

4. A him being taught
   B he was taught
   C he having been taught
   D Make no change.

5. A beleived
   B believied
   C beliefed
   D Make no change.

6. A powers until
   B powers: until
   C powers; until
   D Make no change.

7. A lost, and
   B lost and
   C lost: and
   D Make no change.

8. A to pray
   B praying
   C is praying
   D Make no change.

When I Heard the Learn'd Astronomer

by Walt Whitman

Walt Whitman, who has been called the father of modern poetry, worked as a printer, teacher, and editor before deciding to write full-time. Read the following poem by Walt Whitman and answer the questions.

When I heard the learned astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide, and measure them,
When I sitting heard the astronomer where he lectured with much applause in the lecture-room,
How soon unaccountable I became tired and sick,
Till rising and gliding out I wander'd off by myself,
In the mystical moist night-air, and from time to time,
Look'd up in perfect silence at the stars.

From *Leaves of Grass* by Walt Whitman. Public Domain.

76. This poem is ***best*** classified as which of the following?

A a sonnet

B epic poetry

C lyric poetry

D a ballad

77. Who is the speaker in this poem?

A the astronomer

B a student

C a teacher

D the principal

78. Which quotation ***best*** relates to the theme of this poem?

A "You can only form the minds of reasoning animals upon Facts;" *(Passage 1)*

B "Does it all add up on the plus side of the ledger?" *(Passage 2)*

C ". . .the principal of Victory School and my eighth grade teacher was special. He liked, really liked every one of us." *(Passage 3)*

D "I did not see that he was also teaching us that education does not come only from between the covers of books, but from the worlds outside the classroom door." *(Passage 3)*

North Carolina End-of-Course Tests
US History (revised 1995)

What is the US History test like?

The US History test assesses the US History curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire US History curriculum (12 goals and associated objectives). The questions on the test are distributed as follows: 40% of the questions assess knowledge of the foundation of the United States to the Civil War and Reconstruction and 60% of the questions assess knowledge of post-Reconstruction to the present.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

Table 1. Descriptive Information for the North Carolina Test of US History

Goal	Description	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will analyze those elements in the American colonial experience that led to separation from England.	44%	6%
2	The learner will apply ideas of self-government as expressed in America's founding documents.	48%	9%
3	The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815).	40%	9%
4	The learner will assess the competing forces of nationalism and sectionalism in the period 1815-1850.	40%	9%
5	The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.	43%	6%
6	The learner will interpret economic, social and political trends of the late 19th and early 20th centuries.	40%	9%
7	The learner will analyze the causes and effects of US involvement in international affairs.	39%	8%
8	The learner will appraise the economic, social, and political changes of the decades of the '20s and '30s.	40%	9%
9	The learner will analyze and evaluate the significance of causes, events, and effects of the WWII Era.	37%	8%
10	The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century.	40%	9%
11	The learner will analyze changes in American political life in the last half century.	37%	9%
12	The learner will evaluate the conduct of United States foreign policy over the last half century.	36%	9%

* The average percent of students that responded correctly across all items assessing the goal/objective during the field test in 1994.

How is the test administered?

The US History end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

Whereas a large portion of the original US History test administered from 1988 to 1994 focused on knowledge of historical facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be considered literate.

How was the test developed?

The questions on the US History end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The US History test was implemented statewide for the first time in spring 1995.

What kinds of scores do students receive on the test?

On the US History test, students receive scale scores, percentiles, and achievement levels. The scale scores range from 27 to 88 with a mean of 56.2 and a standard deviation of 8.3 (in 1995). The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the US History test in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of US History

Level	Description	Percent of Students (94)	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	17%	27-47
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	34%	48-56
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	34%	57-64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	15%	65-88

Objective 3.2 Judge the extent to which the Institutions of the new nation protected the liberties of all its inhabitants.

The first letter below is from Abigail Adams to her husband, John Adams, while he was a delegate to the Second Continental Congress. The second letter is his reply. Use the letters to answer questions 1 through 3.

"I long to hear you have declared independency—And by the way, in the new codes of law which I suppose you will make, I desire you would remember the ladies and be more gracious and favorable to them than your ancestors. Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to [stir up] a rebellion and will not regard ourselves as bound by any laws which we have no voice or representation."

—Abigail Adams

"We have been told that our struggle has loosened the bands of government everywhere...that Indians slighted their guardians and Negroes grow insolent to their masters. But your letter was the first hint that another tribe, more numerous and powerful than all the rest, had grown discontented.

Depend up on it, we know better than to repeal our masculine systems. You know they are little more than theory...in practice, we are subjects. We have only the title of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight."

—John Adams

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1. Which social condition was the *main* factor prompting Abigail Adams' request?

A Political power in the colonies was limited to those who owned property.

B Colonial women received unequal treatment under existing colonial laws.

C Men traditionally held the position of heads of households in colonial society.

D Race and class were conditions of citizenship in colonial society.

2. Of which historical movement would Abigail Adams *best* be considered a forerunner?

A the abolition movement

B the Civil Rights movement

C the temperature movement

D the suffrage movement

3. With which of the following quotations would John Adams *most likely* agree?

A Every one of us should be ashamed to be free while his brother is a slave. (Frederick Douglass)

B There is no true liberty for the individual except as he finds it in the liberty of all. (Edwin Markham)

C There is a natural aristocracy among men. The grounds of this are virtue and talent. (Thomas Jefferson)

D There will never be complete equality until women themselves help to make laws and elect lawmakers. (Susan B. Anthony)

Obj 5.5 Analyze long-term and immediate causes of the war and asses the extent to which slavery was the priimary cause of the conflict. (p = .41)

4. **Frederick Douglass first said, "Slave holders know that the day of their power is over when a Republican President is elected." Later, he said slavery would "be as safe and safer with Lincoln than with a Democrat." Douglass' change of mind is best explained by which of the following?**

A **Republican leaders promised not to interfere with existing slavery.**

B **Republicans planned to enforce the Fugitive Slave Law.**

C **Republicans pledged to put down slave rebellions.**

D **Republican leaders refused to accept the right of slave states to secede.**

Obj 6.5 Evaluate the effects of racial segregation on various regions and segments of American society. (p = .30)

5. **Which of the following is an example of *de facto* racial segregation?**

A **"Whites Only" signs in restaurants**

B **housing patterns in large cities**

C **separate white and black school systems**

D **public water fountains labeled "colored" and "white"**

Obj 9.1 Investigate reasons for the expansion of totalitarian governments during the period. (p = .40)

6. **How did tariffs contribute to the rise of totalitarian dictatorships?**

A **American arms salespeople were allowed indiscriminately to sell weapons to any country.**

B **Tariffs disrupted trade and contributed to world economic depression.**

C **The United States demanded immediate payment of European war debts.**

D **Foreign-owned businesses in the United States were confiscated by the federal government.**

Obj 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand. (p = .40)

7. **"It is time to check and reverse the growth of government which shows signs of having grown beyond the consent of the governed."**

—Ronald Reagan, Inaugural Address, 1981

According to this quotation, President Reagan believed which of the following?

A **The federal government had lost control of the citizens it was created to serve.**

B **The federal government had expanded its role too far into the lives of individual citizens.**

C **The state governments had taken too much legislative authority from the federal government.**

D **The state governments were not equipped to deal with the problems of the modern age.**